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ABSTRACT

Presented is the final report of a 3-year project at Ohio State University to design, develop, and implement a competency based program to prepare teachers of very young handicapped children. Considered in the first section are final year project activities in the following areas: evaluation and revision of a list of teacher competencies, development of a curricular program involving the instruction of five undergraduate students, the development of academic advisors' packages for future students, and the identification of job opportunities in Ohio for teachers of young handicapped children. Provided for each area is information on background, specific project activities and outcomes, evaluation methods, and such incidentals as lists of seminars and practicums, university course requirements, and listings of other programs and agencies. Section II of the report is a postscript on the total project with a summary of major accomplishments (such as preparation of five teachers and a competency document) of the total 3-year project, and reflections on competency based teacher education (such as the expense of such programs). The major portion of the report consists of appendixes such as lists of specialists utilized in the evaluation phases, course syllabi, a job market questionnaire, and a typical trainee progress report. (DB)

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FINAL REPORT

A COMPETENCY-BASED MODEL FOR THE PREPARATION OF TEACHERS OF VERY YOUNG HANDICAPPED CHILDREN, 1975

Grant Number OEG-0-74-2728

Submitted to

Bureau of Education
for the Handicapped

by

School of Home Economics

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INTRODUCTION

The purpose of this project was to design, develop and implement a program to prepare teachers of very young children with a handicap. The project was begun in FY-73 with the assistance of a planning grant (OEG-0-72-4296) from the Bureau of Education for the Handicapped, DHEW. The efforts of the planning grant resulted in the Division of Family and Child Development of the School of Home Economics being awarded a three year program assistance grant. This is the final report for the second year (FY-75) of activities of the program assistance grant.

Funds for the support of the project were not requested for the third and final year of program assistance grant eligibility (FY-76). The decision not to request FY-76 continuation funding was difficult, but in the best interest of the project's integration into the ongoing educational programs of the Division of Family and Child Development of the School of Home Economics. That is, during the summer of 1974, the School of Home Economics decided to undergo administrative structural and curriculum revision. The revisions were to be planned during the academic year 1974-75 (FY-75) and implemented in academic year 1975-76 (FY-76). Consequently, the project staff, Division of Family and Child Development, and the administration of the School of Home Economics felt that it was advisable for the project staff to actively participate in planning the School's curriculum revision. In this way, the project's training program for teachers of young children with a handicap could be planned for along with all the School's other educational programs.

Re-thinking the scope of the project was made easy by a severe reduction in the amount of the FY-75 grant award and extensions of the FY-74 and FY-75 grant periods. That is, when the FY-75 grant award was received in May, 1974 it was less than one-fourth of the amount requested. Hence, a revision in the scope of the project was required. In planning the revised scope of the project it was decided that the project's developmental phase could be completed concurrent with the School's curriculum revision plans if the FY-74 grant period was extended six months and the FY-75 grant period was extended for one month. The purpose of extending the FY-74 grant period was to permit unused funds to be expended for evaluation of the project's Competency Document and travel to exemplar First Chance Projects for the project's five trainees (see Appendix A-1 for a copy of the request for extension of grant number OEG-0-73-6165). The purpose of extending the FY-75 grant period was to permit the project to end concurrent with the fiscal year of The Ohio State University (see Appendix A-2 for a copy of the request for extension of grant number OEG-0-74-2728).

The requests for extension of grant periods were approved and the revised scope of the project planned, approved, and carried out in a manner intended for the federal support of the project to end June 30, 1975. On July 1, 1975 the successful program development efforts of the project staff will become evidenced in the new Preschool Developmental Disabilities Teacher Training option of the new Department of Family Relations and Human Development.

The activites of the Competency-Based Project reported in this document are in two sections. Section I reports on project activities performed between Jun 1, 1974 and June 30, 1975, e.g., activities performed persuant to Grant #OEG-0-74-2728. These project's activities were carried out in four simultaneous and interrelated areas:

I. The evaluation and revision of the Competency Document, e.g., the project's previously published document which lists minimum competencies believed requisite for teachers of young children with a handicap.

II. The continued development and management of a curricular program and the instruction of five undergraduate students participating in the development of the program.

III. The development of an academic advisors package for future undergraduate majors in the Department of Family Relations and Human Development who choose to major in the Preschool Developmental Disabilities option.

IV. The identification of possible job opportunities within Ohio for teachers of young children with a handicap.

Section II of the report is a postscript on the total project. It concentrates on two areas:

I. Major accomplishments of the total three year project.

II. Reflections on Competency-Based Teacher Education (CBTE).

The final report is organized around and presented by the above areas within each of the two sections.

SECTION ONE

Area I

The evaluation and revision of the Competency Document, e.g., the project's previously published document which lists minimum competencies believed requisite for teachers of young children with a handicap.

Background

The development of a population of teacher competencies of children with handicaps, ages birth to six years, and the development of an organizational and conceptual framework for subsuming these competencies was a major accomplishment of last year's project activities. The conceptual framework and competencies were printed in the project's Competency Document. (See the final report on project number OEG-0-73-6165(603) for a copy of the Competency Document and details surrounding its development.)

Since the competencies were the bases for designing and evaluating the project's teacher preparation program, the staff felt that an evaluation of the Competency Document was essential. A six month extension of the FY-74 grant (OEG-0-73-6165) in conjunction with money from the FY-75 grant (OEG-0-74-2728) provided sufficient funds to enable the Competency Document to be evaluated and revised.

Evaluation Activities

The purpose of evaluation activites was to provide information which the project staff could use in revising the Competency Document. Evaluation activities were conducted in two major phases which were directed at obtaining feedback from selected persons on the scope, content, and format of the Competency Document.

Phase One: Initial Evaluation of Competency Document

In September, 1974, the project staff entered into a process of joint re-evaluation of project work completed through August, 1974 and examination of alternative directions and courses of action for the period September, 1974 through June, 1975. It was determined at that time that the major thrust of project work should be directed at revision of the Competency Document as a basis for competency-based teacher-training program development. It was also determined that the major thrust of evaluation activities should be directed at providing appropriate and timely information in response to the evolving information needs of the project staff for revision of the document. This was accomplished during Phase One of evaluation activities through the following steps:

1. A series of alternatives for data gathering were proposed to the staff including the basic options of utilizing structured open-ended interviews and/or questionnaires to gather data on responses to the Competency Document from different categories of relevant persons. The suggested categories of persons included students, faculty, field persons, and specialists based locally and/or in different geographical areas.

2. The proposed alternatives were examined by project staff for relative costs vs. benefits as defined by project human resource and actual dollar costs vs. numbers and sophistication of response. Decision factors included consideration of need for speed and efficiency in collecting data, potential sources of information, kind of information required, how information obtained would be utilized, and resources of the project.

3. It was then determined by project staff that the use of structured open-ended questionnaires directed at primarily locally-based students, faculty, and field persons, and specialists would be optional for the information needs and resources of the project. The decision was also reached to utilize a multiple strategy for data gathering to include:

    A. Responses to questionnaires on a solicited-unpaid basis from project students as well as students in the traditional and home training options in the Division of Family and Child Development (OSU).

B. Responses to questionnaires on a solicited-unpaid basis from relevant faculty members at The Ohio State University as well as relevant field persons in the state of Ohio.

C. Responses to questionnaires on a paid consultancy basis from relevant specialists.

4. The project staff then engaged in a process of identification of specific persons in each category of respondent (as above) to respond to the questionnaire. Potential respondents were identified on the basis of membership in the student, faculty, and field categories as well as the informed judgment of the project staff as to ability to respond (see Appendix B-1 for a listing of paid consultants utilized in Phase One).

5. The Project staff then participated in the development of three structured open-ended questionnaires appropriate to the three categories of respondents (i.e., student, faculty and field persons, and consultants) and identified information needs. Two abbreviated forms were utilized for students and faculty and field persons. One extended form was utilized for consultants (see Appendix B-2 for a copy of each of the three open-ended questionnaires).

6. Arrangements were made with five consultants for their participation in the document evaluation efforts. Questionnaires were sent both to the consultants and on a "Blind" (student, faculty, and field person) basis. A combined total of 61 questionnaires were sent to the three categories of respondents: 22 students, 34 faculty and field persons, and 5 consultants. Table 1 presents a summary of response rates for each type of questionnaire for each category of respondent

TABLE 1

Number of Respondents to Evaluation of Competency Document Questionnaire by Type of Questionnaire and Category of Respondent

FORM	SENT	RECEIVED	RESPONSE RATE
1. Extended Form			
Consultants	5	5	100%
2. Student Form			
Project Students	5	5	100%
Traditional Students	13	10	76%
Home Training Students	4	1	25%
SUB-TOTAL	22	16	73%
3. Abbreviated Form			
Faculty Persons	27	9	33%
Field Persons	7	5	71%
SUB-TOTAL	34	14	41%
Total All Forms	61	34	46%

The data obtained were examined by project staff members (see Appendix B-3 for a summary of results). From this examination, a number of insights and generalizations emerged:

1. Although responses to the questionnaires contained extensive and strong support for both the work of the project and the Competency Document, the richness and productiveness of the data gathered tended to be related more to statements of criticism of the document and citations of its needs and weaknesses than to statements of support.

2. The heart of the criticisms of the document expressed by respondents rested in respondent identification of emphasis (which they perceived as pervading the 1974 version of the document) on the normal as opposed to the handicapped child. It was strongly expressed by respondents that, for the document to be maximally useful and consistent with professed intentions, this perceived deficiency was unquestionably in need of correction.

3. Correction of this cited deficiency of the document was, in the judgment of the project staff, dependent upon extensive rethinking of the scope and content of the document. Although the attachment of an addendum to the existing document has previously been considered as one appropriate form of revision, it became increasingly apparent that extensive rewriting of the document would be most appropriate to achieving a product that would satisfy the constructive critical feedback obtained through evaluation. Clearly, the work of the project and the revision of the document needed to speak more clearly, more forth rightly, and more accurately to the special needs of handicapped children and to special skills required of teachers of handicapped children to meet those needs.

Phase Two: Follow-Up Evaluation of Competency Document

In response to information obtained and insights gained through Phase One evaluation activities, the staff decided to enter into a new phase of evaluation activities specifically directed at obtaining feedback on "information missing" and "needed content additions." All Phase Two feedback centered on the special needs of handicapped children and teacher skills required to meet those needs. This was accomplished through the following procedures:

1. A series of alternatives for data gathering were proposed to the project staff (see again Appendix B-3) including a range of basic

options from utilization of structured open-ended questionnaires to obtain specified kinds of information from selected specialists to utilization of selected specialists to write an addendum to the document on competencies for teachers of mildly, severely, and multiply handicapped children.

2. The proposed alternatives were examined by project staff for feasability and appropriateness to information needs. Decision factors included, as previously, consideration of need for speed and efficiency in collecting data, potential sources of information, kind and level of sophistication of information required, how information obtained could best be utilized, and resources of the project.

3. The decision was made by the project staff to utilize responses on a paid consultancy basis from selected specialists. It was also decided to utilize structured open-ended questionnaires centered on respondents' perceptions of information missing from and content needed to be added to the document to facilitate its revision to include the special needs of handicapped children and teacher skills required to meet thos needs.

4. The project staff then engaged in a process of identification of appropriate specialists to respond to the questionnaire. Specialists were identified on the basis of the informed judgment of the project staff as to their ability to respond consistent with the level of sophistication of project information needs. A total of 12 specialists were identified (see Appendis B-4 for a listing of paid consultants utilized in Phase Two).

5. The project staff then participated in the development of a structured open-ended questionnaire appropriate to identified information needs (see Appendix B-5). Response aggreements were then finalized and questionnaires sent on a pre-arranged basis. A total of 12 questionnaires were mailed and returned with three specialists responding to each of the four major sections of the competency document. The data obtained (see Appendix B-6 for a summary presentation) were examined by project staff. On the basis of this examination, a couple of decisions were made:

    A. The project staff determined that data gathering activities had been both fruitful and adequate to information needs. The decision was made to seek no further data from external resource persons.

    B. The project staff determined that the basic format of the document should be retained and identified tasks necessary for completion of a content revision of the competency document. A time schedule and division of labor for the content revision were also agreed upon.

Revising the Competency Document

Each staff member was assigned primary responsibility for revising one of the knowledge and application components of the Competency Document. In order to complete the revisions, all staff members followed the same procedures:

1. Each staff member collected all evaluation data relative to their component of the document. The data were carefully scrutinized and in cases of questions about a consultant's feedback, the consultant was telephoned and asked to elaborate and/or clarify the meaning of their comments. When specific articles, books or other materials unfamiliar to the staff were mentioned by a consultant, the staff member in charge of revising the effected section of the document obtained and read the suggested materials.

2. After becoming familiar with the information suggested by consultants, each staff member reviewed the Competency Document and developed a plan of "needed changes" for the component they were in charge of revising. Plans for revision were then submitted to the total project staff. The staff made suggestions and the scope of the revisions were agreed upon. It was also agreed that each component should begin with an introduction to explain special things to keep in mind when reading the section and end with a few suggested readings which futher elaborate the content of the component.

3. Next each staff member re-wrote their assigned section of the document to include the agreed upon changes.

4. When the component was re-written, it was typed, duplicated and sent to all staff members for review. After individually reviewing a component, a staff meeting was called to collectively review the component. Any suggestions for change were discussed and, if deemed helpful, were written into the component during the staff meeting. In this way, when the staffing of each component ended, the component was ready for final typing.

The Experience Component and Glossary were revised by the total staff. That is, each staff member reviewed the material and noted their suggestions for change. At a general staff meeting the Experience Component and Glossary were reviewed and collectively edited page-by-page. The Introduction to the Competency Document was also changed to reflect the revisions and include a short narrative on the assumptions underlying the document.

The Revised Competency Document was printed separate from this final report. It accompanies the final report as an attachment. The reason for including the Competency Document as a separate attachment from the final report was to facilitate the use of the Competency Document. That is, for training program curriculum development and trainee evaluation, how the competencies were developed, e.g., final report, is not nearly as important as what they are, e.g., Competency Document.

AREA II

The continued development and management of a curricular program and instruction of five undergraduate students participating in the development of the program.

Background

During the academic year 1974-1975, five Competency Based Project students continued to participate in proposed seminars, practicums and field work leading toward project completion. Training experiences were specifically geared to the perceived needs of student trainees and to the Knowledge and Applications specified by the Competency Document. Planning and supervision of practicum and field work experience was done by a project staff member with additional input from regular on-site practicum personnel. Small group seminars were conducted by project staff members in conjunction with each practicum experience.

Project activities directly relating to the development and management of the curricular program and the instruction of five undergraduate student trainees are reported herein by six general categories:

1. Obtaining report and integration of perceived educational needs of trainees into project curriculum.
2. Development and Refinement of Project Curriculum.
3. New Seminars, Practicums and Field Work Experience Designed and Taught.
4. Evaluation of Project Trainees Concerning Project Coursework and Practicums.
5. Resource Materials Purchased to Support Courses and Practicums Developed.

6. Travel of Trainees to Exemplar Early Childhood Special Education Projects.
7. Development of an Evaluation Tool for Student Field Work Experience.

Obtaining Report of and Integration of Perceived Educational Needs of Trainees Into Project Curriculum.

Feedback from trainees regarding their own needs for educational and training experiences was obtained during the beginning of Autumn Quarter, 1974. During private conferences with the practicum supervisor, trainees were asked to describe previous practicum experiences and to include strengths and weaknesses of each experience. Trainees were also requested to identify those areas in which they felt a personal need for additional training during the remaining three quarters before their graduation.

In general, project trainees felt their current educational needs included additional emphasis on one or more of the following:

1. Evaluation and assessment of the young handicapped child.
2. Understanding feelings of and working with parents of young handicapped children.
3. Curriculum and activity planning for the young handicapped child.
4. Working with (evaluating, planning for and handling) the physically handicapped young child. Special reference was made to the child with cerebral palsy.
5. Technical information about normal motor development.
6. Work with an entire classroom of handicapped children rather than one individual child for a quarter.

After completing the conferences, an attempt was made by the supervisor of trainees to integrate into project curriculum further training experiences related to those needs emphasized by trainees. It was felt that the nature of the proposed practicums and seminars to be offered during the Autumn '74 quarter (practicums with developmentally delayed infants and seminar on curriculum planning) and the Winter '75 quarter (practicum with and seminar on the young physically handicapped child) was conducive to such integration (see description of new seminars and practicums designed and taught for specific results of integration).

The Development and Refinement of Project Curriculum

The development and refinement of the project curriculum continued during the 1974-1975 academic year. The bases for planning were recommendations for coursework which were proposed to the Division of Family and Child Development during the planning year, 1972-1973. The Competency-Based Project Curriculum is based on the preschool teacher preparation program in the Division of Family and Child Development (see Appendix C-1 for listing of University and School requirements).

Other coursework and practicum experiences were developed and taught to provide preparation peculiar to teachers of young children with disabilities (see Appendix C-2 for a description of the seminars and practicums developed and Appendix C-3 for sequence of seminars and practicums which were developed throughout the entire experimental phase of the project).

New Seminars and Practicums Designed and Taught

1. Home Economics 793.10, Experience with Young Children with Developmental Disabilities (Autumn Practicum) was taken concurrently with Home Economics 794.10, Seminar on Infant and Toddler Curriculum Planning (see Appendix C-4 for syllabus).

   The five trainees worked at least two mornings per week for ten weeks of the quarter in the Early Training Class housed in and supervised by the Nisonger Center. Children in this classroom range from 18 months to 4 years and have a wide variety of disabilities. Ms. Berkwitt, Coordinator of the Early Training Classrooms; Ms. Wyatt, head teacher in the Early Training Classroom; and Ms. Pramschufer worked together to develop practicum procedures and assignments and to supervise students.

A general overview of the practicum structure can be given by looking at its content in three parts. During the initial three weeks, trainees were involved in activities designed to both improve and refine their observational skills and informal assessment methods (see No. 1 for notation of corresponding educational need perceived by trainees), and also aid them in learning as much about each individual child as possible in a short period of time. Week 1 was spent in general familiarization with the children, staff members, classroom routine and design. A "needs assessment" was done during Week 2, based on the six areas of the curriculum being field tested in the Early Training Class.

During Week 3, skill levels of the children were further explored by assigning trainees the task of looking specifically at independent eating skills and attention span.

Part Two (Weeks 4, 5, and 6) was coordinated primarily by the head classroom teacher. Trainee participation involved experience with implementing daily activities planned by the classroom staff and recording of activities done with each child.

The latter four weeks of the practicum constitute Part Three (Weeks 7, 8, 9, and 10). Information given by students regarding apprehension about actually being a head teacher in their own classroom in the near future prompted allocation of some practicum time for exploring and practicing some of the roles and skills needed by the head teacher in the Early Training Class. Weeks 7, 8, and 9 were spent on the above, while the five days in Week 10 were used by students as a simulation during which each participated as head teacher for one day in the actual teacher's absence (see No. 6 for corresponding educational need perceived by trainees).

2. Home Economics 794.10, Seminar on Infant and Toddler Curriculum Planning (see No. 3 for notation of corresponding educational need perceived by trainees). Syllabus is contained in Appendix C-5.

The seminar was divided into two major areas:

Area I included the first five weeks of the class. The purpose of this area was to examine the elements of a curriculum, how to develop a curriculum, and the role of the teacher. Particular emphasis was given to the use of Time, Space, and Equipment. Students read extensively as well as: 1) utilizing Spodek's "Framework for Analysis" to analyze their practicum site; 2) designing a schedule for a half day and a full day program; and 3) designing a floor plan which specified space and equipment needs.

Area II included the last five weeks of the course. It was devoted to a close analysis of the DDIEOP curriculum. Each of the students was assigned one of the curriculum content areas.

All activites within the area were explained and demonstrated. The style of teaching the activity and alternate activities were suggested. Dolls and classmates were used to help demonstrate the activities. Suggestions for modifications necessary to accommodate the orthopedically and/or non-ambulatory child were given.

In addition to the weekly assignments, each student turned one reading abstract and one creativity and insight card every week. The final report from an infant and toddler intervention program was also read and reported on in a 5-10 page paper.

3. Home Economics 793.10, Experience with Young Children with Motor Disabilities (Winter Practicum) was taken concurrently with Allied Medicine 693, Seminar on the Physically Handicapped Young Child (see Appendix C-6 for syllabus).

Each of the five trainees participated in two, two hour sessions of the Parent Intervention Class held at the Nisonger Center and supervised by members of the physical therapy staff of the center. Children in this classroom range in age from approximately one year to five years and are accompanied to the sessions by one or both of their parents.

Each trainee worked with an assigned child and his parent(s) during one of the two class sessions. During the other session, trainees were encouraged to do some observing and interacting with other parents and children and to attend at least two parent meetings held in the latter part of the session. Although the students had primary responsibility for evaluating and planning for their assigned child, they were encouraged to spend time with all children and parents and to feel quite free to try new activities, to ask questions, to have a definite "hands on" experience within the informal structure of the practicum.

The initial five weeks of the practicum were spent in getting to know assigned child and parents, establishing rapport and evaluating the child's present level of functioning. Although emphasis was place on evaluation of the child's motor functioning, trainees were encouraged to observe the child in all areas and to include results in a final evaluation. A written evaluation of their assigned child was submitted by each trainee during the fifth week.

During the remaining five weeks of the quarter, trainees began developing program plans for their assigned child. This involved compiling a written program plan to be submitted at the end of the quarter and prviding parents with activities to be done during the week in the home (see No. 4 for corresponding educational need perceived by trainees).

4. Allied Medicine 693, Seminar on the Physically Handicapped Young Child, was co-taught by Ms. Pramschufer and Ms. Allen, LPT, who directs the Parent Intervention Class (see Appendix C-6 for syllabus).

   One hour per week was conducted by Ms. Allen in coordination with the practicum. Topics in this part of the seminar revolved around student experiences in the practicum setting and provided aid in evaluating, planning for, and working with the children. A second weekly seminar hour was conducted by Ms. Pramschufer. This seminar was topically organized to supplement trainees knowledge of normal motor development (see No. 5 for corresponding educational need perceived by trainees), motor development of the child with a physical handicap and the parents of these children. The additional hour of seminar allowed students to go into more depth in such areas as infant reflexology, adaptive equipment, and other physical disabilities besides cerebral palsy and Down's Syndrome. In addition, a three-week unit on working with parents of the handicapped child was included (see No. 2 for corresponding educational need perceived by trainees) as were opportunities to visit two community classrooms for physically handicapped children.

5. Home Economics 589.10, Field Work, was taken during the Spring Quarter 1975. Trainees participated as student teachers in classes operated by the Franklin County Program for the Mentally Retarded (FCPMR), five mornings per week throughout the ten quarter weeks (see Appendix C-7 for studnet activity packet for field work).

   Trainees were asked to keep a diary record of daily experiences on the site, to summarize these records weekly, and submit to the trainee supervisor. Visitations to the homes of at least three of the children in their classrooms were made by each trainee and a written description of events, feelings, insights into parents' feelings was also submitted.

   Trainees began the field work experience by evaluating each child in their particular Franklin County Program in the areas of gross and fine motor functioning, cognitive development, socialization, language development, self-help skills and emotional needs. A copy of these written evaluations was submitted to both the head classroom teacher and the trainee supervisor.

   Following individual conferences with the head teacher concerning student evaluations, trainees began planning activities for the children and writing formal lesson plans. At the same time, trainees began taking over an increasing amount of responsibility for general classroom operation and for individual and group curriculum planning.

   During the last four weeks of the experience, trainees functioned as head teacher in the classroom. Their activities included individual and group activity planning for children, scheduling of activities, coordination of classroom staff and volunteers, behavior management of children and visitations with parents.

Each trainee was visited by the supervisor on the field work site approximately seven times during the quarter. In addition, two group meetings with all trainees and the supervisor, and individual evaluation conferences were held at mid-quarter and again at the quarter's end.

Evaluation of Project Trainees Concerning Project Coursework and Practicums.

The five trainees each provided feedback concerning project seminars and practicums both in written form and verbally to the supervisor of trainees. Student evaluations of Fall 1974 and Winter 1975 practicums and seminars were summarized and were used in planning future practicums and seminars and also, the field work experience. In general, those experiences which trainees found valuable are summarized below:

1. "Needs" assessments done on children during Fall '74 practicum;
2. Training in how to utilize that Infant Stimulation Curriculum developed by the Developmentally Delayed Infant Education Project;
3. Spending a day as head teacher during Fall '74 practicum;
4. Working with children having a wide range of disabilities;
5. Opportunity to work with a severely handicapped child with cerebral palsy;
6. Observing and learning about the parents of handicapped children;
7. The "Getting to Know Yourself" session;
8. Collaboration with other trainees, possible on free nights in the classroom, about children and their parents;
9. Seeing the effects of classroom activities done with children which were carried over into the home by parents;
10. Insights given into various orthopedic problems and bracing;
11. Working with a child with hydrocephalus;
12. Relaxed atmosphere in seminar and practicum;
13. Attending parent meetings.

In general, trainees identified the following problems in practicums and seminars:

1. Difficulty in planning and carrying out activities for children during Fall 1974 practicum due to lack of structure in classroom operation;
2. Absence of feedback about assessments done on children;
3. Uncomfortableness with certain disciplinary and behavior modification techniques used by classroom staff;
4. Some difficulty understanding written assignments;
5. Feelings of uselessness on nights designated for observation of children and parents;
6. Too little assistance from classroom staff;
7. Lack of equipment in the classroom;
8. Too many adults and not enough children which sometimes caused confusion.

Resource Materials Purchased to Support Seminars and Practicums Developed

During the past year, the project continued to add materials to a resource library of applied materials for working with the young child with a handicap. The resource library is currently housed in the office of the project secretary, but will soon be relocated in The Ohio State University branch library located in the School of Home Economics. Appendix C-8 lists the references purchased by the project during Fiscal Year 1974-1975 for inclusion in the resource library. Many free materials were also obtained and are included in the holdings of the resource library.

Travel of Trainees to Exemplar Early Childhood Special Education Projects

Last year's grant (OEG-0-73-6165) received a six-month extension of time. The extension of time was requested and granted to help pay for the evaluation of the Competency Document (see Section One, Activity Area 1) and to pay expenses related to project trainees visitation of selected projects from the First Chance Network.

The project staff and trainees were very happy that the trainees were going to be able to visit a few exemplar early childhood special education projects in other states. The list of active First Chance Projects were surveyed and persons familiar with the projects were ask to provide a brief abstract of the project. All information on the projects were turned over to the five trainees and they were permitted to select which projects they would visit. The only limitation was that the total visit could be no longer than one week. After much excitement and discussion the trainees selected the following projects to visit:

TABLE 2

First Chance Projects Selected by Trainees for Site Visitation

Trainee	Project to be Visited
Jan Betz	Resurrection Preschool 2280 N. Beauregard St. Alexandria, VA 22311
	School for Contemporary Education 2912 King St. Alexandria, VA 22302
	National Children's Center, Inc. 6200 2nd St., N.W. Washington, D.C. 20011
Rona Feldman	Institute on Mental Retardation and Intellectual Development John F. Kennedy Center for Research on Education and Human Development George Peabody College for Teachers Nashville, Tennessee 37203
	The Bill Wilkerson Hearing and Speech Center 1114 19th Ave., South Nashville, Tennessee 37212

TABLE 2 (Continued)

Trainee	Project to be Visited
Sally Gross	Institute for Rehabilitation Medicine NYU Medical Center 400 East 34th Street New York, NY 10016
	United Cerebral Palsy of New York City 122 East 23rd Street New York, NY 10010
	The Educational Alliance, Inc. 197 East Broadway New York, NY 10002
Dee Dee Kabbes	John F. Kennedy Child Development Center University of Colorado Medical Center 4200 East 9th Ave. Denver, Colorado 80220
	United Cerebral Palsy Center 2727 Columbine Street Denver, Colorado 80205
	Easter Seal Society of Denver Special Education 1360 Vine Street Denver, Colorado 80206
Barb Sebastian	Institute for Research on Exceptional Children Colonel Wolfe School 403 East Healey Street Champaign, Illinois 61820
	Early Education for Handicapped Children--Ages 0-3 Years 320 E. Armstrong Peoria, Illinois 61603
	P.A.S.S. Project Peoria Public Schools 3202 N. Wisconsin Ave. Peoria, Illinois 61603

The projects listed were contacted and graciously agreed to permit the trainees to visit them. Arrangement for a visit in the first week of December, 1974 were finalized and each project to be visited was requested to send the trainee to visit their program any material germane to understanding their program. As the materials came in and the time neared for the visits, the trainees began to belatedly grapple with some personal and monetary realitites of their lives. That is:

A. The husband of one of the trainees had an accident and was placed in a cast from his mid-ribs to his waist. Consequently, she had to regretably but understandably cancel her visistation plans.

B. The company the father of one of the trainess worked for had been and was on strike. Serious accounting of family finances indicated that, if she was to be enrolled in school the next quarter, she must earn enough money over Christmas break to pay for her tuition. Consequently, she had to regretably but understandably cancel her visitation plans.

C. One of the trainees had some reservations about being alone in New York City. Consequently, the visitation plans of one trainee was cancelled and two trainees were scheduled to visit the programs in New York City.

After all the changes were made, three trainees visited out-of-state early childhood special education programs. The programs visited are depicted in Table 3 on the next page.

Later in the year, the two trainees who were unable to make an out-of-state site visit were able to attend a two-day conference on "Alternative Approaches for the Education of Young Handicapped Children." The conference was sponsored by the PEECH (Precise Early Education of Children with Handicaps) Program at the University of Illinois, Champaign-Urbana Campus.

TABLE 3

Projects Actually Visited By Trainees

Trainee	Project Visited
Rona Feldman and Sally Gross	Institute for Rehabilitation Medicine NYU Medical Center 400 East 34th Street New York, NY 10016
	United Cerebral Palsy of New York City 122 East 23rd Street New York, NY 10010
	The Educational Alliance, Inc. 197 East Broadway New York, NY 10002
Dee Dee Kabbes	John F. Kennedy Child Development Center University of Colorado Medical Center 4200 East 9th Ave. Denver, Colorado 80220
	United Cerebral Palsy Center 2727 Columbine Street Denver, Colorado 80205

Development of Evaluation Tool for Student Field Work Experience

During the Spring quarter field work experience (Home Economics 589.10) trainees were evaluated both at mid-quarter and quarter's end by their supervising head teachers, and assistants in Franklin County classrooms. Trainees also used the Field Work evaluation to evaluate themselves.

The Student Field Work Evaluation (see Appendix C-9) was developed to provide a comprehensive tool for evaluation of students specializing in work with the young handicapped child. The evaluation was developed by combining both the format and some of the items from the evaluation used for students doing field work in preschools and day care centers for normal children and some of the items from the Trainee Progress Record, developed for project use during Winter 1974 (see Appendix C-10 for separate copies of these evaluations).

Results of trainee evaluations using the Student Field Work Evaluation indicated that head teachers and assistants rated trainees' professional attitudes and skills high at both mid-quarter and final evaluations.

AREA III

The development of an academic advisors package for future undergraduate majors in the Department of Family Relations and Human Development who choose to major in the Preschool Developmental Disabilities option.

Background

On July, 1975 the School of Home Economics at Ohio State University is moving from having five divisions to having five departments. Along with departmentalization the school has been undergoing a complete curriculum revision. Plans for curriculum revisions were developed during the 1974-1975 academic year. The first phase of the revised curriculum will be implemented concurrent with the beginning of departmentalization. Other phases of the curriculum plan will be implemented as faculty and support resources become available.

Undergraduate students majoring in the Department of Family Relations and Human Development may specialize more in the child or the family. Within either the child or family emphasis, majors may elect to concentrate on the normal child and family, or, the child with developmental disabilities and his/her family. Figure 1 on the next page depicts the educational options open to majors in the Department of Family Relations and Human Development.

A modified version of the curriculum developed by this project and piloted by the five trainees will become the curriculum for undergraduates choosing to become preschool teachers of children with developmental disabilities.

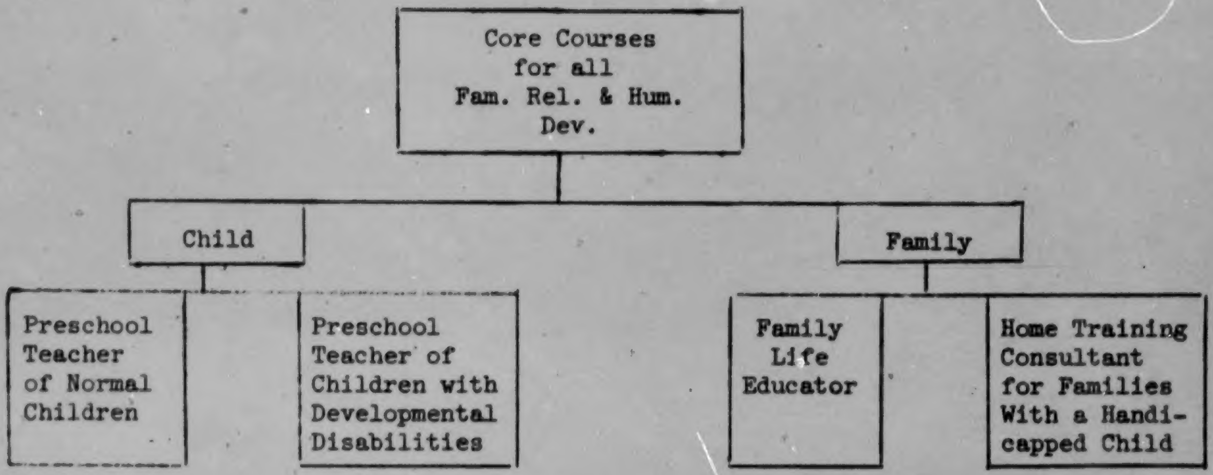
Core Courses for all Fam. Rel. & Hum. Dev.
Child
Family
Preschool Teacher of Normal Children
Preschool Teacher of Children with Developmental Disabilities
Family Life Educator
Home Training Consultant for Families With a Handicapped Child

Figure 1

Educational Options Open to Majors in the Department of Family Relations and Human Development

The university will pickup the 65% of the project coordinators salary paid by the grant and he will become coordinator of the department's Developmental Disabilities Option. Other staff members will not be continued.

The major modifications in this project's training curriculum that were made for continuation as the Developmental Disabilities Option centered on the courses and practicums developed by the project. Only one of four courses, one of four practicums, and the fieldwork developed by this project will be retained. Lack of staff and a shift in the "Schools" goals rather than the "quality" or "need for" the courses and practicums dictated their being dropped from the first phase of curriculum implementation. The courses taken outside the School of Home Economics will basically be the same as those taken by this project's five trainees. One notable exception will be the addition of a course in pharmachology for the mentally retarded.

Since faculty other than the coordinator of the Developmental Disabilities Option may be advising majors who elect the Developmental Disabilities Option, it seemed worthwhile to develop an advisor's guide to coursework and experiences for students interested in emphasizing developmental disabilities. The advisor's guide was developed to answer six major questions concerning the option:

1. Coursework priorities for freshman and sophomores in University College.
2. University requirements and core courses required by the Department of Family Relations and Human Development.
3. Courses acceptable for University Basic Education Requirements.
4. Approved supporting courses.
5. Suggested electives
    - A. Courses
    - B. Practical experiences
    - C. Courses required for certification by the State Division of Mental Retardation
    - D. Professional Opportunities.

PRIORITIES FOR FRESHMAN AND SOPHOMORES

PROGRAM: Social Science

MAJOR: Family Relations and Human Development

FRESHMAN YEAR

1. English 100 must be completed during the freshman year. It may be scheduled any quarter. (5)
2. Physical Education* 101 is required and must be scheduled each quarter until three quarters of credit have been earned. (3)
3. UVC 100 is required of all freshmen and must be scheduled the first quarter of enrollment. (1)
4. Chemistry 101-102 or 121-22. See section on Chemistry Placement in Advisor Packet. (10)
5. Biology 100 may be scheduled any quarter. (5)
6. Psychology 100 may be scheduled any quarter. (5)
7. Communication 105 or 110. (5)
8. BER-Humanities. Art 190 is recommended. (3)
9. BER-Social Science. Economics 100 may be scheduled any quarter. (5) Sociology 101 may be scheduled any quarter. (5)
10. Electives. (5-7)

SOPHOMORE YEAR

1. Freshman priorities 1 through 10 if not already completed.
2. Home Ec 290. Home Economics as a Profession is required unless HEC 590 is taken. (2)
3. Psychology 230. The prerequisite is Psychology 100. (5)
4. Sociology 200 level. Sociology 101 will fulfill the prerequisite. (5)
5. Major or Supporting Courses. (10)
6. BER-Social Science. Group A (5)
7. BER-Humanities. (5)
8. Electives (3-5)

*Not required of students who complete at least 48 credit hours in UVC-LMA, MNS, MRN, and NWK.

Social Science Program
FAMILY AND CHILD DEVELOPMENT[a]

Name ____________________

Advisor ____________________

Date of entry into School of Home Economics ______

Date of admittance into Major ______________

Number of hours completed ______________

[a] Preschool teaching option

COURSE & NUMBER	Hrs	Gr	Qtr/Yr
NATURAL SCIENCE (15)			
Chem 101 or 201	5		
Chem 102 or 222	5		
Biology 100	5		
HUMANITIES (15)			
Group A (5-10)			
Group B (5-10)			
Art 190 or 290	3-5		
SOCIAL SCIENCE (29-30)			
Group A (5-11)			
Group B (19-25)			
Soc 201 or 101	5		
Soc 200 level	5		
Econ 100	5		
Soc 400 level	4		
ENGLISH 100	5		
PSYCHOLOGY 100	5		
PHYSICAL EDUCATION (3)			
Phys Ed 101			
UVC 100	1		
COMMUNICATION: ORAL			
AND WRITTEN (6-10)			
Comm 105 or 110	5		
Journal 101 or 555.02	3-5		
or English 301 or 305	5-3		

COURSE & NUMBER	Hrs	Gr	Qtr/Yr
HOME ECONOMICS (41)			
HEC 290	2		
M.H.&Eq. 327	5		
Food & Nutr. 310	5		
F&CD 360	5		
F&CD 362	4		
*F&CD (462)	3		
*F&CD (463)	2		
*F&CD 463A (Repeat)	2		
*F&CD 589.10	5		
F&CD 598 (W only)	2		
F&CD 663 (A only)	3		
F&CD 662 (W only)	3		
SUPPORTING COURSES (26)			
17 hrs. Psych; 9 hrs. Educ.			
(see reverse side)			
Psych 230	5		
Psych 550	3		
Psych			
Psych			
Psych			
Educ	3		
Educ	3		
Educ or Music or Comm	3		
**ELECTIVES to total 196 (45-50)			

* PRE-REGISTRATION REQUIRED AT LEAST 4 QUARTERS IN ADVANCE

** Includes University requirement of 12 hours of electives

Revised 11/74

Basic Education Requirements

GUIDELINES FOR BER COURSES FOR THE SCHOOL OF HOME ECONOMICS

Humanities option - "Any course approved by the University to meet the BER in the Humanities will be accepted for meeting BER in Home Economics."

Social Science option - "Any course approved by the University to meet the BER in social science will be accepted for meeting BER in Home Economics. Selection of a course in economics and one in sociology can meet both BER requirement of School for specific courses needed and prerequisite to certain home economics courses."

Natural Science option - Each student must schedule a 10 credit hour sequence from the courses listed in Group A and five credit hours from Group B.

It should be noted that on the Program Sheets for each major the BER courses which are needed as prerequisite courses are listed.

Group A and Group B are included for the Humanities, Social Science, and Natural Science options and are divided as follows:

"Courses Acceptable for University Basic Education Requirements - Humanities"

Group A: (Literature) 5-10 Hours

Courses in English

Arabic 271, 272, 273, 274
Chinese 251, 252
Classics 120, 121, 122, 220, 221, 222, 224, 225, 501, 502, 503
Comp Lit 101, 102, 103, 201, 202 203, 204, 206, 210, 211, 213, 301, 302, 303, 501, 502,503
English 160, 220, 260, 261, 262, 270,275, 280, 281, 283, 284, 285, 290, H296, H299
French 271, 272, 273
German 260, 261, 262
Hebrew 271, 272, 273
Italian 271, 272, 273
Japanese 251, 252
Portugeuse 271
Russian 220, 221, 222
Slavic 219
Spanish 271, 272, 273

Courses in Foreign Languages

Chinese 501, 502, 503
French 421, 422, 423
German 221, 222, 223, 463
Greek 221, 222, 223
Hebrew 421, 422
Italian 421, 422, 423
Japanese 501, 502, 503
Latin 104, 200, 201, 202, 203, 204, 205
Russian 551, 552, 553
Spanish 421, 422, 423

Group B: 5-10 Hours (other Humanities)

Arabic 241
Art 160, 190, 290
Black Studies 101, 244, 251, 284, 345, 376, 581
Chinese 231, 232
Communications 213, 330
Dance 200,
German 299, 361, 362, 463
Hebrew 241
History of Art 111, 210, 211, 212, 213, 216, 515, 520, 530
Humanities 280, 281, 282
Japanese 231
Linguistic 201
Med & Rens Stds. 210, 211 212, 213, 214
Music 141, 142, 144, 145, 146, 147, 148, 149, 241, 242, 243, 244
Philosophy 101, 130, 150, 210, 230, 240, 250, 270, 511 512, 513, 520
Russian 135
Slavic 230
Theatre, 100, 271, 531, 532, 533

"Courses Acceptable for University Basic Education Requirements - Social Sciences"

Group A: 5-10 Hours

History 100.01, 100.02, 110.01,110.02, 110.03, 120.01, 120.02, 120.03, 150.01, 150.02, 180.01, 180.02, 180.03, 180.04, 211, 212, 213, 214, 215, 218.01, 218.02, 220, 231, 240, 251, 252, 255, 256, 260, 263.01, 263.02, 265, 266, 267, 270, 280, 281, 282, 285, 290, 301
Int. Studies 230, 231, 235, 240, 245, 250
Pol. Science 165, 201, 202, 203, 300, 325, 345, 365, 573

Group B: 5-10 Hours

Psychology 100, 101, 210, 300, 320, 330
Rural Sociology 105, 542
Sociology 101, 201, 202, 206, 280, 405, 407, 410, 430, 463, 464, 480, 490, 545, 560, 590
Agr Econ 100, H199
Anthropolgy 201, 202, 412, 421.01, 421.02, 421.03, 421.04, 421.05, 421.06, 421.07, 500, 505, 510, 515, 525
Economics 100, 200, 201, 206.01, 206.02, 206.03, 206.04, 206.05, 400, 402
Geography 200, 240, 400, 545, 560
Communications 209, 225

The Natural Science courses remain as listed in the Bulletin #5. Each student must schedule a 10 credit hour sequence from the courses listed in Group A and five credit hours from Group B.

Group A: 10 hour sequence

Chemistry 101, 102, or 121, 122 (prerequisite for HEC 310, 314, 371)
Physics 111, 112

Group B: 5 hours

Biology 100
Microbiology 301 or 509

NOTE: The list is an expanded and up-to-date revision of the BER courses listed in Bulletin No. 5.

Social Science Program
SUPPORTING COURSES

Choose 9 hours in Group I

Choose 9 hours in Group II

Group I

Course & No.	Cr.	Prerequisites
Psych 340	3	9 hrs in Psych
Psych 530	3	10 hrs in Psych
***Psych 571	3	10 hrs in Psych
Psych 551	3	10 hrs in Psych
Psych 682	3	15 hrs in Psych

Group II

Course & No.	Cr.	Prerequisites
**Ed:E & MC 467	3	460*
**Ed:E & MC 501	3	460 & permission of instr.
***Ed Excep 651	3	permission of instr.
***Ed Excep 652	3	651
**Ed 673	3	Senior (offered Sp & Su)
**Comm 250	3	
Music 270	3	permission recommended
Music 370	3	270, 271, or permission of Dr. Sexton
Music 271	2	permission recommended
Music 265	2	

SUGGESTED ELECTIVE COURSES

Course & No.	Cr.	Prerequisites
Anthro 200	5	Soph
Anthro 525	4	20 hrs allied subject or permission of instr.
**Health Ed 102	1	
Phys Ed 270	2	
Phys Ed 271	3	enroll Sp quarter only
**Soc Work 323	5	permission of instr.
Home Ec 314	5	10 hrs in Chemistry
Home Ec 413	4	310 and 314
Home Ec 230	2	
Home Ec 667	3	462, 463, and Permission

also 322, 320, 228, or 371

* Family and Child Development majors have been accepted with Home Ec 362

** Recommended for personnel in day care centers

***Recommended for teachers of retarded or developmentally delayed children

Note: Additional courses may be selected from Bulletin #3 with advisor's consent prior to scheduling. Courses completed before admission to F&CD and which are not equivalent to listed courses must be approved by the advisor and Division Chairman, and in some cases, by the F&CD faculty.

SUGGESTED ELECTIVES AND EXPERIENCES FOR STUDENTS INTERESTED IN EMPHASIZING MENTAL RETARDATION WITHIN THE DEPARTMENT OF FAMILY RELATIONS AND HUMAN DEVELOPMENT

A. Courses

1. Related to the Child:

*Psych. 682 - Principles of Treating the Problem Child
Soc. 434 - The Child and Society
Psych. 551 - Psychology of Adolescence

2. Related to the Family:

Educ. E& MC 674 - Family Participation in Early Childhood Education Programs
Soc. 330 - Varieties of Modern Marriage
Soc. 430 - Sociology of the Family
Home Ec. 665 - Parenting

3. Related to Exceptionality:

*Psych. 571 - Psychology of Developmental Disability
Psych. 680 - The Intellectual Deviate
*Ed. Except. 651 - Introduction to Exceptional Children
*Ed. Except. 652 - The Educable Mentally Retarded
Ed. Except. 653 - Educational Planning for Mentally Retarded Children and Youth
Ed. Except. 670 - Educational Disability
Ed. Except. 715 - Education of Multihandicapped Children
Soc. Wk. 788 - Seminar on Mental Retardation: Interdisciplinary Aspects (would possibly accept seniors)
All. Med. 695 - three courses offered under this group studies number on "Working with the Mentally Retarded"

4. Other Related Courses

Psych. 333 - Human Behavior Problems
*Psych 340 - Genetic Psychology
Psych. 540 - Counseling Psychology
Soc. 206 - Social Implications of Low Income
Soc. Wk. 431, 432 - Determinants of Social Functioning I and II
Genetics 140 - Introduction to Genetics
or
Zoology 231 - Functional Anatomy and Physiology I
Pharmacy 270 - Introduction to Drug Addiction

*Also listed as an approved supporting course within the Department of Family Relations and Human Development

B. Practical Experiences

1. Credit:

Home Ec. 593.10 - Working in Preschool or Infant Project at Nisonger Center with Jean Berkwitt

All. Med. 693 - Placement in Parent Intervention Class headed by Lynn Allen to work with physically handicapped and/or mentally retarded infants and their parents. This practicum includes a weekly one hour seminar.

Independent Study on related topics (e.g., Behavior Modification, a specific disability such as Down's Syndrome or cerebral palsy) which student wishes to research in depth.

Any other practical experience within the community or the university which will be accepted for credit and which can be supervised by someone outside the division (i.e., agency personell).

2. Non-Credit

Volunteer work in Franklin County Preschool and/or Early Training Program or United Cerebral Palsy Program.

Visitations to various community agencies:
Childrens' Hospital Genetics Clinic
Childrens' Hospital Birth Defects Clinic
Neil Avenue School for the Physically Handicapped
Orient State Hospital
School for the Deaf
Crippled Childrens' Center

Observation of Clinic appointment for a mentally retarded child at Nisonger Center

C. Courses Required for Certification by the State Division of Mental Retardation

The following is a list of required courses necessary for certification by the State Division of Mental Retardation. This certification allows students to work in preschools, community class (primary and secondary grades) and home training in county mental retardation programs. This certification is not reciprocal between states; persons are usually certified only after they have been employed by an Ohio county mental retardation program.

1. Child Growth and Development (3 qtr. hours) fulfilled by HE 362
2. Psychology of the Developmentally Disabled (3 qtr. hours) fulfilled by Psych. 571
3. Introduction to the Education of the Mentally Retarded (3 qtr. hours) fulfilled by Educ. 652
4. Six additional hours in Psychology - fulfilled by Psychology 100 and one additional course
5. Six additional hours dealing with the Education of the Mentally Retarded - fulfilled by the Interdisciplinary Approach to Developmental Disabilities. If this is not available, Education 653, 659, 670, 715, 770 would be applicable
6. Special related training (6 hours) - fulfilled by Communication 235, Practicum Experiences, Field Work, Pharmacy 270, etc.

PROFESSIONAL OPPORTUNITIES FOR STUDENTS EMPHASIZING DEVELOPMENTAL DISABILITIES

The following is a list of plausible employment opportunities for the student emphasizing mental retardation within the division of Family and Child Development:

Teacher in:

- Infant Stimulation Classroom
- Early Training Classroom
- Preschool Classroom (for developmentally delayed and M.R.)
- Home Training Program
- Head Start Program
- Child Development Center
- United Cerebral Palsy Agency

Day Care Centers Preschools	Centers for the normal child which accept handicapped children

Staff member of:

- University Based Programs for handicapped children:
    - OSU - The Nisonger Center
    - U. of Cinn. - Ceter for Developmental Disorders
    - Case Western Reserve - Mental Development Ceter
    - Centers of a similar nature throughout the country

- Public Institutions in direct patient care or administrative position

- State Departments of Mental Health and Mental Retardation

- Childrens' Services Boards

- Agencies funded by United Way which serve young handicapped children (ADD, for example)

- Private facilities which accept developmentally delayed children, both residential and daytime settings

AREA IV

The identification of possible job opportunities within Ohio for teachers of young children with a handicap.

Background

The Ohio Statistical Abstracts indicate that Ohio is the sixth largest state in the union with a population of 10,655.312. The population of children between 0-5 years of age is 1,122,774. If this population of children is no different from the 0-5 age groups in other states, and there is no reason to believe it is, then 164,487 of these children fall into the category of developmentally delayed. Assuming that educational services are provided for these children and the teacher to child ratio is a modest 1 to 6, then Ohio needs 27,414 teachers of preschool age children with a disability. Table 4 presents the data from which these figures were derived.

Table 4

Incidence Rate, Projected Number of Children and Projected Number of Teachers Needed for Developmentally Delayed Children Age 0-5 by Type of Handicapping Condition.

Handicapping Condition	Incidence	Number of Children*	Number of Teachers Needed**
Mentally Retarded	4.4%	49,402	8,234
Learning Disabled and Behavior Disorders	5%	56,139	9,356
Hearing Impaired	0.1%	1,123	187
Crippled	0.1%	1,123	187
Visually Handicapped	0.05%	561	94
Speech Impaired	5%	56,139	9,356
Total:	14.65%	164,487	27,414

* Based on a 1970 population of 1,122,774 children below 5 years of age in Ohio (see Ohio Statistical Abstracts).

** Based on a 1 to 6 teacher to child ratio.

The figures on the preceding page seem to clearly indicate that there is a need for personnel to teach them. However, there is a large gap between today's reality and projection or needs. The above figures are based on projection, but today's students and administrators want to know about today's reality of job opportunities. In order to ascertain the realities of existent jobs openings, a job market survey was conducted.

169 County Boards of Mental Retardation

Graduates from the Competency-based Project receive extensive training in child development, mental retardation, and parent education. The largest existing job market where their skills would most effectively be utilized is with the infant stimulation, early training, preschool and home training programs administered in the counties through the 169 County Boards of Mental Retardation. The Department of Mental Health and Mental Retardation coordinates the efforts of the counties by providing financial and technical assistance to the programs. The state is divided into 12 districts and an educational consultant is assigned to act as a resource person for 2 districts (see Appendix D-1).

A survey was conducted of the 12 districts to determine the present status of programs, staffing and clientele served, and also to determine future needs. Educational consultants for the districts were asked to complete a questionnaire about the status of their infant stimulation, early training, preschool and home-based programs (see Appendix D-2 for a copy of questionnaire). See Appendix D-3 for a breakdown by district of their responses. Although questionnaires from districts 5 and 9 were not returned, these districts are similar in size and developmental program stage to districts 7 and 8. Statistics from those districts were used in lieu of the actual figures.

An overall picture of the programs and staffing in Ohio is reflected in Table 5.

Table 5

Total Responses from Educational Consultants for 12 Districts

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
No. of Programs	14	21	107	86	228
Children Served	238	298	1,267	2,685	4,488
Full-time Staff	20	43	102	75	240
Part-time Staff	14	8	84	43	149
Job Vacancies/Year	12	3	23	18	56
Project Increase	2	--	8	6	16

Head Start Programs

In addition to the programs run by County Boards, a recent decision by the Department of Health, Education and Welfare made it mandatory for all federally financed day care centers (Head Start programs and Child Development centers) to accept handicapped children so that approximately 10% of the population of children attending Head Start programs would fall into the category of developmentally delayed. According to Transmittal Notice - Head Start Policy Manual #73.4, it is required that, ". . . On a national basis, at least 10 percent of the enrollment opportunities in Head Start be provided to mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services."

A questionnaire was sent to the directors of the 72 local agencies requesting information about the number of centers operated, children served and staff composition (see Appendix D-4 for a copy of questionnaire and Appendix D-5 for complete breakdown of information by county agency. Thirty-two agencies returned correctly completed questionnaires. For purposes of interpretation the data are divided into three groups according to the size of the county or district. Group A includes those counties with less than 100,000 total population; Group B, 100,000 - 400,000; and Group C, more than 400,000. The percentage of respondents from each group is fairly representative of the population distribution in Ohio. Table 6 presents the status of Head Start programs in Ohio.

Table 6

Present Status of Head Start Programs in the State of Ohio

	Group A (less than 100,000)	Group B (100,000-400,000)	Group C (more than 400,000)	Total Reported*	Total Projected**
Total Number of Centers	41	67	82	190	427.5
Total Number of Children Served	1,427	2,099	2,766	6,292	14,157.0
Total Number of Paid Full-Time Staff	150	176	335	661	1,487.25
Total Number of Paid Part-Time Staff	148	260	67	475	1,093.75
Job Vacancies Per Year	82	77	36	195	438.75
Expected Increase	---	13	7	20	45.0

* Total reported from questionnaires returned.
** Total projected if all questionnaires had been returned.

The presence of handicapped children in the Head Start centers will make it desirable for directors to hire not only those who are trained in child development, but those who have received specialized training in working with the young handicapped child.

United Cerebral Palsy

Questionnaires were also sent to the 14 United Cerebral Palsy agencies requesting information similar to that obtained from Head Start (see Appendix D-6 for a copy of the questionnaire and Appendix D-7 for complete breakdown by agency). Nine agencies responded, eight of which indicated they had at least one program for cerebral palsied children 0-6 years old. Table 7 shows the total responses of the nine agencies and also projects the total for the whole state, assuming the agencies are representative.

Table 7

Present Status of United Cerebral Palsy Programs in the State of Ohio

	Number of Programs	Total Number of Children Served	Total Full-Time Staff	Total Part-Time Staff	Increase
Total for Nine Agencies	17	252	32	20	8
Projection for Whole State (14 agencies)	26.44	308.9	49.8	31.12	12.33

The current programs operated in Ohio require staff who possess the special skills and knowledge necessary to work with the cerebral palsied child. Graduates of the Competency-Based Program (and other programs similar in nature) would be qualified for positions in the United Cerebral Palsy centers.

Day Care and Preschool Centers for the Normal Child that Accept Children With a Handicap

In addition to the existing job market for positions in programs designed especially for the exceptional child, there is also a growing number of day care centers and preschools for the normal child. As of September 1, 1974 there were 1,554 licensed day care, nursery school, and preschool centers in operation in the state of Ohio (as well as 30 unlicensed and operating centers). In addition, the Ohio Day Care Licensing Unit Monthly Report (September 1, 1974) show that the records contain 204 pending applications for licensing of new centers. Based upon average attendance these 1,554 centers are serving approximately 61,650 children under the age of six. The minimum adult-child ratios in Ohio are 1:8 (less than 18 months); 1:10 (toddler); 1:15 (preschool) and 1:20 (5 year olds).

Many day care centers will accept children with mild disabilities into their program. A survey conducted in Franklin County in May, 1974 revealed that 33% (46 out of 139) of the licensed day care centers in that county will, in fact, accept exceptional children.

A very low estimate of the staff of these centers would be approximately 6,165 (assuming the average ration to be 1:10). Most centers maintain a higher adult-child ratio, so the figure is a bit misleading, but still overwhelming in terms of existing positions in day care centers in Ohio.

University Affiliated Centers

The three university-based centers in Ohio, Nisonger Center at The Ohio State University, Cincinnati Center for Developmental Disorders at The University of Cincinnati and the Mental Development Center at Case Western University, operate programs which demand specially trained personnel in working with the young handicapped child. The Nisonger Center employs five teachers and aides for their preschool program, and 13 for the early training program. Nisonger also provides outreach services to the community through the Developmentally Delayed Infant Education Outreach Program (DDIEOP). This program has a staff of four full-time personnel, three part-time. The Cincinnati Center has a total staff of 85. The staff of the preschool and toddler programs consists of eight staff members including teachers, physical and occupational therapists. They may begin an infant program which would require additional staff. The Mental Development Center at Case Western Reserve also operates a preschool program for emotionally disturbed and retarded children. This is in addition to their diagnostic, treatment and parent counseling programs. The preschool has a staff of four: two teachers, a social worker, and a psychologist. The three university-based settings are more examples of the growing need for staff with specialized training in the young developmentally delayed child.

Public Institutions for the Mentally Retarded

The Public Institutions in Ohio, although residents are over the age of six, are always in need of personnel with expertise in the area of mental retardation. As of September, 1974, there were six public institutions in operation with a total of 7,943 residents. The annual staff employed for 1974 was 4,906. Psychiatric aides are the personnel most directly involved with daily patient care. In 1974 there were 1,856 psychiatric aides and the personnel director of the Department of Mental Health and Mental Retardation indicated that staff turnover was very high. There is also an expected increase in the staff of the institutions, thus more evidence of the growing need for personnel trained in the area of mental retardation.

Department of State Government

In addition to the direct patient care positions through the Department of Mental Health and Mental Retardation, there are also administrative positions in the department which require knowledge and expertise in the area of mental health and mental retardation. For example, of of the positions recently acquired by a graduate who specialized in the young handicapped child is that of educational consultant for a three-county area. Her job duties include: acting as a resource person for the county programs, keeping them in touch with the new rules and regulations and working with the 169 Boards.

There are many other jobs in the department which could be responsibly filled by graduates from the Competency-Based Program. Also, there are many jobs in research, administration and client relations in other departments (e.g., Development, Public Welfare), which have as part of their job descriptions the requirement of a solid background in child development.

United Way and Other Agencies

The United Way of Ohio funds many agencies in Ohio which serve, either primarily or peripherally, young handicapped children. Many of the positions with these agencies require the talents of a person trained in the area of mental retardation and/or young children to work in an administrative or direct patient care capacity. For example, the Association for Developmentally Disabled (ADD) serves the developmentally disabled in Franklin County. Services include: client-management which assists clients in the maximum utilization of existing services and provides life-span follow-along services; residential services which provide varied living arrangements that support the maximum development of independent living skills; and public education, which better informs the general public concerning the nature, services and needs of the developmentally disabled. The staff presently consists of eleven professionals, some positions requiring specialization in child development. There are many agencies like ADD througout Ohio where vacancies for jobs exist and programs with newly created positions which graduates from the program qualify for.

Many counties have children's services divisions which have large staffs to deal with adoption, child abuse, emergency care and other social services. For example, the Franklin County Children's Services Board has a current case load of 5,000 children. The Child Abuse section, which received 50-90 referrals per month, is one section in particular where jobs exist which require knowledge of the young child. There are presently 42 professional staff members with the Child Abuse Division in Franklin County. Some of the administrative tasks in other sections are making investigations on behalf of children reported to be in need of care or service or acting as agent of persons, courts, and other organizations in matters relating to the welfare of children are numberous.

In addition to the public and non-profit residential settings in Ohio there are many private facilities which accept developmentally delayed children and prefer to hire staff who are trained in this area. There are at least nine in Ohio which have children in residence under the age of six, with admission requirements ranging from trainable to severely brain damaged. Graduates from the program would be ideally suited to working in these private institutions where there is always a need for qualified staff.

SECTION TWO

Area I Major Accomplishments of the Total Three Year Project

Background

The project had many successes and a few failures. The two previous final reports (OEG-0-72-4296 and OEG-0-73-6165) and the preceeding pages of this report detail the project's activities and their relative successfulness. However, in the long run, the activity-by-activity successes mean little unless they add up to some major accomplishments that will remain and continue to be useful and of value long after the project ends. The following discussion presents what are believed to be the major accomplishments or long-term benefits of this project.

Five Competent Teachers of Very Young Children with a Handicap

In the Autumn quarter 1973, five undergraduate students were selected to pilot the curriculum being developed by the project. They were selected because they expressed a sincere desire to become a teacher of young children with a handicap; had a G.P.A. of 2.25 or better; had completed between 96-114 hours of coursework; and were judged to be flexible, secure, warm, and firm but fair. Table · presents a profile of the five students selected as trainees. The table appears on the next page.

Upon entry into the program these students had a lot of desire, but little knowledge of handicapping conditions or teaching skills requisite for working with the young child with a handicap. As they moved through

TABLE 8

Profile of Student Trainees Upon Entry into Project

Trainee	Age	Sex	Marital Status	Race	Home	Quarters At OSU
1	22	F	M	C	Central Ohio	3
2	19	F	S	C	Canada	2
3	22	F	M	C	Central Ohio	4
4	20	F	S	C	Central Ohio	6
5	23	F	S	C	Northern Ohio	6

the curriculum their desire became converted into knowledge and teaching competence. Their instructors freely lauded their ability in class and the personnel in their practicum sites praised their teaching skills, In their last two practicums, the staff of the practicum site evaluated the trainees as among the best to ever work in their center.

On June 13, 1975 the five trainees graduated with a bachelor's of science in Home Economics degree. These are five competent teachers of young children with a handicap that quickly and easily found jobs in their chosen profession. They have been and will continue to be among the major successes of the project.

Competency Document

Many people who work with young children with a handicap are good teachers. However, no single person or resource which the project staff located was able to define the competencies requisite of teachers of young children with a handicap. Trying to develop a population of teacher competencies for teachers of children with handicaps, age birth to six years, and the development of an organizational and conceptual framework for subsuming the competencies was a major task. The project's revised Competency Document spells out such a conceptual framework and competencies. Consequently, projects or programs in the future who want to build a curriculum to prepare teachers of young children with a handicap will not have to start from ground zero in identifying the teaching knowedge and skills their graduates should have. They can use the project's Competency Document as a springboard into curriculum revision and/or development.

Courses and Practicums Developed

In order to prepare teachers of young children with a handicap there must be a supporting curriculum. At the beginning of this project no supporting curriculum existed. The project identified those courses and practicums existent within the University which developed competencies believed requisite of teachers of young children with a handicap. Where gaps or voids in course and practicums existed, the project developed new courses and practicums. In all, the project designed, developed and taught four new courses, four new practicums, and a new fieldwork (student teaching) whose content emphasis was the young handicapped child and his/her family. The project trainees judged the courses and practicums developed by the project to be the most significant aspects of their training. Unfortunately, only one course and one practicum will continue after the project ends. The other courses and practicums are part of the School's phase two curriculum revision and must await future resources. In any instance, the completely developed syllabi for the courses and practicums are developed and written. All that has to be done is to make the decision to teach the courses and practicums and they the syllabi on hand make it possible for them to become an immediate reality.

Directory of Programs in Franklin County, Ohio Who Serve Young Children With a Handicap

Franklin County, Ohio is a metropolitan area of over 800,000 people. Many of these people are below five years of age and have a handicap. Franklin County is fortunate to have a good network of clinics, programs, and other services for the young handicapped child and his/her family. However, many of the services are underused because they are not widely known. Consequently, in order to perform a service for the community and identify potential practicum sites for the project, a comprehensive directory of decision makers, programs, and clinics serving the young child with a handicap in Franklin County was developed. The directory received a hearty reception and wide distribution with the community. The Franklin County 4-C program has agreed to keep the directory continuously updated and widely distributed.

Job Market Survey

Programs are continuously having to justify their existence. The sine qua non for justifying personnel preparation programs is job availability for graduates. Consequently, the project performed a job market survey of the state of Ohio which clearly showed that personnel trained to work with the young handicapped child and his/her family had existent multiple job outlets. This job market survey has already received use by several university's and county boards of mental retardation in justifying their programs. Semiannual updating of the job market survey will make it have continuing utility.

Integration of the Project

It would have been much nicer and easier if the project could have been assimilated into the ongoing educational programs of the School without any changes. However, 1975 and the projected near future are lean years for higher education. Adding new programs is almost unheard of. The School of Home Economics seems to be particularly caught in the bind of shrinking resources. Consequently, it speaks well of the project's efforts that a modified version of it will become one of the regular educational options for undergraduate majors in the Department of Family Relations and Human Development. Plans call for the entire project to be implemented as resources become available.

Increased Awareness of the Need for Trained Personnel to Work with the Young Child with a Handicap

When the project began there was no program in the state of Ohio preparing teachers to work with young children with a handicap. In fact, much of the "conventional wisdom" of the state seemed to say that the young child with a handicap can not learn much; therefore, anyone can work with him/her. The efforts of the project in advocating the educational needs of the young child with a handicap and the centrality of competent teachers has changed the awareness level of many Ohioians. The University of Akron, Ohio University, University of Toledo, and the University of Cincinnati have requested copies of the project's final reports and Competency Document. They are making plans to implement an early childhood special education teacher preparation program.

Change does not happen over night. However, the first step toward change is admitting that something needs changing. The project feels that it has had a part in alerting Ohioians that to the fact that something needs changing. They need high quality, developmentally oriented preschool programs for children with a handicap. And, competent teachers are the backbone of good programs. Hopefully the awareness of need will continue to be changed in direct programs and services.

AREA II

Reflections on Competency Based Teacher Education

Background

Teacher education has a history of adopting fads. The fads that become adopted seem to be more of an emotional reaction against some perceived educational "ill" or frustration rather than a purposeful act based on logic and research. Competency Based Teacher Education (CBTE) is an educational fad that arose as a reaction to the demands for "accountability." Its proponents have zealously proclaimed the virtues of CBTE and it has been the subject of considerable controversy which centers on the issue of whether or not the competency approach should be adopted as the dominant mode for teacher preparation. The main questions at issue are: 1) whether or not CBTE has provided or has the potential of providing improvement in the teacher preparation process as compared to other modes of teacher preparation; and 2) whether or not CBTE trained teachers have or ultimately can contribute to improvement in the quality of educational services provided to students.

These issues do not, at present, appear to be headed toward definitive conclusions. Consequently, persons engaged in the creation and operation of CBTE programs may find themselves in a state of uncertainty as to the ultimate outcomes of their efforts. The following reflections on the experience of developing a competency-based teacher preparation program are cited as points for consideration by persons confronting the issues.

Reflections on Competency Based Teacher Education

I. Most of the models and literature relating to CBTE were developed to appear in a textbook or journal article. It is highly questionable whether or not there is a single total CBTE program currently operating in the United States. It's one thing to dream something up for inclusion in the literature and another to make it work in an ongoing real-life program. Real-life programs are limited by resources (i.e., people, materials, money), tradition, time, committment to change, and the power of the people designing to program to implement it.

II. In a large multiversity, colleges, departments and individuals change slowly. Consequently, components of a CBTE program which are contingent upon input (courses) from sources outside your immediate control can not be substantively changed, or reliably predicted and standardized. Academic freedom may sometimes be used as a shield from change or an excuse to do anything you want to.

III. Even when people (faculty and administrators) want to change, they may not have the knowledge and skill to change. Hense, allaying the anxieties of colleagues by educating them about CBTE, keeping them informed about the development of the program, and conducting in-service training on "how-to-do" CBTE are necessary aspects in developing a CBTE program.

IV. CBTE is expensive. It is costly to develop the competencies, modules and instructional support materials. It is also costly to continuously refine and update the competencies, modules and instructional materials. Another major continuing expense lies in the practicum or field work required to implement a CBTE program. Translation of knowledge into teaching skills is among the major improvements proported by CBTE.

To realistically translate knowledge into competent teaching skills requires that the teacher candidate have rather extensive involvement with real-life classrooms, teachers, and students.

V. CBTE is not a clearly definable, finite entity but an ongoing and continually growing and changing phenomenon which has been manifested in a series of diverse products and programs. The question is whether, in the midst of this diversity, there have been developed adequate, valid, reliable, or simply agreed upon statements or measures of what constitutes competent teaching. The process of identifying teacher competencies may in fact be an endless task which, given the current sophistication of knowledge, may never be completed. At the heart of the matter is the fact that research has thus far not producted data that allows clear understanding of causes and effects in the teaching-learning process. Thus, when attempts are made to identify teacher competencies, they are in fact, attempts to identify strategies and products whose causes and effects are not really known.

VI. Most CBTE programs neglect the dramaturgical aspects of teaching. That is, they concentrate on the content and forget that the style with which the content is delivered frequently overrides the content itself. No content or curriculum is teacher proof. Possibly some valuable lessons could be learned from the theater and the preparation of actors.

VII. CBTE currently places major emphasis on outcomes. However, as previously discussed, the cause-effect relationships in the teaching-learning process have not been clearly defined or quantified. This places CBTE, because of it emphasis on outcomes, in the untenable position of developing programs based on the superficial and/or the unknown. If, on the other hand, the emphasis was shifted to inputs, then CBTE could possibly become a unique framework for systematic curriculum planning and research. That is, CBTE could become a generalized planning guide which forces the curriculum developer or daily classroom teacher to think through and make public to students what they want to do in the program or course, why they want to do it, under what circumstances it will be done, and when they will know they have done enough. Such a planning framework would help the art of teaching become more purposeful while at the same time allowing the development of systematic research procedures for investigating the cause-effect relationships involved in the teaching-learning process. It could also be used as a research paradigm for designing field based research programs aimed at testing out suspected cause-effect relationships involved in the teaching-learning process.

Appendix A-1

Request for a Six Month Time Extension of Grant Number OEG-0-73-6165

August 7, 1974

To: Dr. Herman Saettler
Bureau of Education for Handicapped
Division of Personnel Preparation
7th and D Streets, S.W.
Washington, D.C. 20202

Fr: Dr. Claribel M. Taylor, Project Director
A Competency-Based Model for Preparation of
Teachers of Very Young Handicapped Children

Re: Request for time extension of six months
at no additional cost

This is a request for a time extension of six (6) months at no additional cost for Grant Number OEG-0-73-6165 (603), A Competency-Based Model for Preparation of Teachers of Very Young Handicapped Children. The purpose for the time extension is to allow for more elaboration of some project activities. The activities to be expanded are:

1) A wider range of feedback on the competency document (e.g., Introdruction, Knowledge Component, Activity Component, Experience Component, and Glossary) before the document is printed. Each set of feedback we have received thus far has helped us to more clearly formulate the competency document. The competency document is the foundation on which the entire personnel preparation model is built. We believe we have a finished document, but would like feedback on the content and clarity of the document from a variety of content area and early childhood program specialists who have not been involved in its development.

2) An opportunity for the five trainees being piloted through the program to visit some of the First Chance Projects. Trainees have worked extensively in the programs for young handicapped children which are located withing Franklin County, Ohio. Visitation to different programs which have been studied will give the trainees an opportunity to reify their knowledge while highlighting training and experiential weaknesses and strength within our own training program.

No additional money is requested for the completion of the above activities. Judicious management, lateness in hiring (3 months) the project coordinator, and not, as yet, printing the document have resulted in sufficient funds remaining to complete the proposed activities.

Prompt action on the proposed six (6) month extension of time with no additional money will be appreciated.

Respectfully,

Claribel M. Taylor, Ph.D.
Project Directory and Chairman
Dvision of Family and Child Development
School of Home Economics
The Ohio State University

Ernest W. Leggett
Executive Director of Finance
and Treasurer
The Ohio State University

CMT:db

Appendix A-2

Request for a One Month
Time Extension of Grant
Number OEG-0-74-2728

Date: February 18, 1975

To: Dr. Edward Sontag
Bureau of Education for Handicapped
Division of Personnel Preparation
7th and D Streets, S.W.
Washington, D,C, 20202

Fr: Dr. Claribel M. Taylor, Project Director
A Competency-Based Model for the Preparation of
Teachers of Very Young Handicapped Children

Re: Request for time extension of one month at no additional cost

This is a request for a time extension of one(1) month at no additional cost for Grant Number OEG-0-74-2728. The reasons for the request for time extension are:

1. To permit student trainees to graduate from program. Five student trainees are being piloted through our training program as we develop the program. This allows immediate student trainee feedback on training activities. The five student trainees do not receive a stipend. Their payoff is a very personalized education with lots of instructor-student interaction and ours (the project's) is student trainee (consumer) input into the design and testing of training program activities.

   The trainees have been enrolled in the program since Autumn Quarter (September) 1973. They will graduate Spring Quarter (June) 1975. Each quarter of their enrollment in the project, the project staff have experimented with new courses and practicums not currently available at The Ohio State University, but judged requisite for the preparation of teachers of very young handicapped children. Field placement (student teaching) is the last experimental project activity taught and supervised by project staff. Field placement is required of all students graduating in our division, Family and Child Development. However, field placement for as many student trainees - practicum contact hours, course credit hours, and placement in programs for the very young handicapped child is not currently available. Such a field placement opportunity is being developed by the project and the five student trainees will pilot the new field placement Spring Quarter (April 1, 1975 - June 13, 1975). Ending the grand award in May would mean the new field placement could not be offered since staff would not be available to continuously coordinate, develop, and supervise the practicum. Parenthetically, the five student trainees would probably not be able to enroll in the division's regular field placement with normal preschool children since it is currently filled and has a waiting list for Spring Quarter. It requires a two quarter in advance pre-registration period. Consequently, should the grant period not be extended to June 30, 1975, it is questionable as to whether the five student trainees will be able to graduate at the end of Spring Quarter.

2. To complete project activities. The principal project activity that will not be completed by the end of regular grant period, May 31, 1975, is the development of the field placement. As discussed above in item #1, the field placement is scheduled to occur Spring Quarter, April 1, 1975-June 13, 1975. The complete development (conceptualization, implementation, evaluation, and feedback for modifications) of the field placement cannot occur until after the five student trainees have been piloted through the Spring Quarter field placement. The student trainees are scheduled to complete their field placement on June 13, 1975. Thereafter, the staff will evaluate the trainees' experiences, modify the field placement based on evaluative feedback and write up the field placement procedures and materials for inclusion in the total training program. Should the field placement not occur as planned, the total training program will be missing the summative activity of all previous training activities.

3. To permit the School of Home Economics, Division of Family and Child Development to assume full financial responsibility for the continuing implementation of the program. The efforts of the School of Home Economics, Division of Family and Child Development to design, develop, and implement a program to prepare teachers of very young handicapped children are in their third year of financial support from the Bureau of Education for Handicapped. The first year we were funded as a Special Project, #OEG-0-72-4296 (603). The second year we were funded as a three year Program Assistance Grant (PAG), #OEG-0-73-6165 (603). The third year of our program development is the second year of our three year PAF continuation eligibility, #OEG-0-74-2728. Continuation funding for our third year of PAG eligibility or fourth year of program development was not requested for the following reasons:

    a. It was projected that the project will have completed its developmental phase by June 30, 1975. Two years are required to complete the training program being developed. A group of five student trainees being piloted through the program are scheduled to complete the program and graudate in June (Spring Quarter) 1975. A severe reduction in the size of the grant award for the current fiscal year necessitated that the scope of the project's activities be reduced. One of the reductions negotiated in the scope of the project was the elimination of a second pilot group of student trainees. The second group of student trainees were to have entered the program in the Autumn Quarter (September) 1974 and graduated in the Spring Quarter (June) 1976. Since a second group of pilot student trainees did not enter the project, it became possible and desirable to gain closure on project developmental activities concurrent with the completion of the first pilot phase (June, 1975). Thus, staff energies were directed toward operationalizing the training program so that the School of Home Economics, Division of Family and Child Development could integrate the program as one of its regular programmatic options beginning Autumn Quarter (September) 1975.

b. To facilitate the integration of the training program into the School of Home Economics, Division of Family and Child Development, it was desirable to have the program terminate concurrent with the School's curriculum reorganization efforts and the University's fiscal year. The School of Home Economics is undergoing curriculum reorganization during the 1974-1975 academic year. All programs and courses are being scrutinized and the School's five Divisions have made application to the University for Departmental status. On February 11, 1975, the University Senate approved the School of Home Economics' departmentalization proposal. The Board of Trustees of The Ohio State University will probably consider the proposal at its March 7, 1975 meeting. It is expected to pass. When it passes, our training program for teachers of very young handicapped children will become one of the regular programmatic options of the Department of Human Development and Family Relations. If the proposal for departmentalization is not approved by the Board of Trustees, our training program will become one of the regular programmatic options of the Division of Family and Child Development. In either instance, our training program for teachers of young handicapped children will become integrated into the regular programs of the School of Home Economics at the end of the current academic year, June 30, 1975. We, the project staff, felt that the integrity of our training program and maximization of our program development efforts could best be served by actively participating in the reorganization activities of the School rather than continuing the federal sponsorship of our program through its third year of funding eligibility; thus, forcing us to grapple with the program integration question one year after the entire School had undergone its reorganization.

As part of the integration of our training program, the School of Home Economics will be picking up the 65% of the project coordinator's, Dr. George W. Etheridge, salary that was previously paid by the grant award. This represents the creation by the School of

Home Economics of a new line item F.T.E. position at a time in the University when new F.T.E.'s are almost unheard of. The School begins to assume the full cost of Dr. Etheridge's salary on July 1, 1975. Dr. Etheridge will coordinate the School's undergraduate option for students desiring to become teachers of very young handicapped children. We, the project staff, felt that it was prudent to financially integrate the program at a time when the School and University were willing to assume financial responsibility rather than continuing the federal eligibility sponsorship of our program through its third year of funding eligibility and gambling that the University would assume financial responsiblity for the program a year later.

As can be seen from the above reasons for the request for a one month time extenstion at no cost, the intent to request a time extension was carefully planned and, we believe, in the program's best interest. No additional money is required to support the project activities to be accomplished during the one month time extension because of judicious management and a three month funding period overlap of the beginning of this year's grant award, June 1, 1974, and the ending of last year's grant award, August 31, 1974. Attached is a copy of the proposed budget revisions required if the request for a one month time extension at no cost is approved.

Prompt action on the proposed one month extension of time with no additional money will be appreciated.

Respectfully,

Claribel M. Taylor, Ph.D
Project Director and Chairperson,
Division of Family and Child Development
School of Home Economics

Ernest W. Leggett
Executive Director of Finance
and Treasurer
The Ohio State Univeristy

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enc. (1)

Object Class Categories	Budgeted by HEW	Proposed Revised Budget Including 1 Month Extension until June 30, 1975	Proposed Revised Budget Difference from Line Item Amount Budget by HEW
(a) Personnel	$28,000.00	$34,335.00	$ + 6,335.00
(b) Fringe Benefits	2,500.00	2,715.00	+ 215.00
(c) Travel	1,500.00	281.68	- 1,218.32
(d) Equipment	---	---	---
(e) Supplies	1,000.00	500.00	- 500.00
(f) Contractual	3,000.00	2,000.00	- 1,000.00
(g) Construction	---	---	---
(h) Other Itemized: Communications Duplication Library Materials Consultants	5,667.00	1,835.32	- 3,831.68
(i) Total Direct Charges	41,667.00	41,667.00	---
(j) Indirect Charges	3,333.00	3,333.00	---

Appendix B-1

Specialists Utilized In
Phase One of Evaluation

Specialists Utilized in

Phase One of Evaluation

Marian Chase
Allied Medical Professions
Division of Physical Therapy
The Ohio State University
Columbus, Ohio

Thealka Lehman
Supervisor Home Training, Preschool
and Early Childhood Training Classes
Franklin County Program for the
Mentally Retarded
Columbus, Ohio

Lynn Allen
Division of Physical Therapy
Nisonger Center
Columbus, Ohio

DeAnna Horstmeier
Parent Language Co-ordinator
Nisonger Center for MR and DD
Columbus, Ohio

Kathryn L. Gould
Director
Metropolitan School of Columbus
Columbus, Ohio

Appendix B-2

Questionnaire Forms Related
To Phase One Of
Evaluation Activities

THE OHIO STATE UNIVERSITY

November 19, 1974

Dear Colleague,

The Competency-Based Project in the Division of Family and Child Development (College of Home Economics, The Ohio State University) is developing a competency-based program for the preparation of teachers of infant and preschool handicapped children (0-6) years. The Project has produced a document (enclosed) which outlines teacher competencies identified for the program.

The Project is now in need of feedback on the document from various members of the Ohio State community. You have been identified as a person who can provide the Project with information that will assist in refining the document and in continuing to develop a competency-based teacher preparation program.

The staff of the Competency-Based Project therefore makes a twofold request:

1. That you examine and become familiar with the Competency-Based Project document (enclosed).
2. That you respond to the document by completing the enclosed questionnaire and returning it by approximately December 15, 1974 to Room 315 Campbell Hall, 1787 Neil Avenue, Columbus, Ohio 43210.

While the Project is unfortunately not able to offer an honorarium for your services, we do suggest that you keep the document in the hope that you will find it a useful addition to your personal library.

Sincerely,

Muriel M Frank

Muriel M. Frank
Project Evaluator

George W. Etheridge

George W. Etheridge, Ed.D.
Project Coordinator

MMF/GWE:db

enc.

The School of Home Economics / College of Agriculture and Home Economics / 1787 Neil Avenue / Columbus, Ohio 43210 / Phone (614) 422-6761

COMPETENCY DOCUMENT QUESTIONNAIRE

STUDENT FORM

The purpose of this questionnaire is to learn your responses to the document entitled, A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children as a potential basis and source of information for training programs for teachers of young (0-6) handicapped children. The information provided by you and other respondents will be utilized in refining the document and in developing a viable teacher preparation program.

The questionnaire is specifically designed to gather data on your professional status and on your general responses to certain aspects of the document and the document as a whole. Please respond as indicated to each question.

The staff of the Competency-Based Project extends its thanks to you for your time and attention in participating in this survey.

* * * * * * * * * * *

1. Circle the letter which indicates the program in which you are now enrolled:
   a. Competency-Based Training Program
   b. Home Training Program
   c. Other program in the Division of Family and Child Development
   d. Other program ______________________________
   indicate other program

2. Circle the letter which indicates your current student rank:
   a. Junior
   b. Senior
   c. Master's
   d. Doctoral

3. Circle the letter which indicates your current immediate professional goal:
   a. Work in the field with children with disabilities
   b. Work in the field with children in a normal range
   c. Other ______________________________
   d. Undecided

4. Below are listed the four major sections of the document. Please make three separate rankings of their importance for competency learning for each kind of teacher on a scale of 1 - 4:

1	2	3	4
most important			least important

Section	Teachers of Handicapped Children	Teachers of Normal Children	Home Trainers*
a. Bases of Child Growth and Development			
b. Caregiving Approaches			
c. Caregiving Curriculum and Physical Environment			
d. Self-Development and Human Relations			

*Teachers who work with the young handicapped child and the family in the home.

5. Within the document a section is devoted to the Bases of Child Growth and Development. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

6. Within the document a section is devoted to Caregiving Approaches. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

7. Within the document a section is devoted to Caregiving Curriculum and Physical Environment. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

8. Within the document a section is devoted to Self-Development and Human Relations. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

9. Should the document contain other sections? ____ If yes, please explain what other sections should be included for each of the categories of personnel listed. Please feel free to write on the back of this page or attach another page.

a. Teachers of infant and preschool children ______________________________

b. Teachers of normal children ______________________________

c. Home Trainers ______________________________

10. Are there any portions of the document which you feel are not relevant or necessary? Please explain.

11. Indicate what coursework at Ohio State would enable students to gain the competencies in: I. Bases of Child Growth and Development. Be as specific as possible.

12. Indicate what coursework at Ohio State would enable students to gain the competencies in: II. Caregiving Approaches. Be as specific as possible.

13. Indicate what coursework at Ohio State would enable students to gain the competencies in: III. Caregiving Curriculum and Physical Environment. Be as specific as possible.

14. Indicate what coursework at Ohio State would enable students to gain the competencies in: IV. Self-Development and Human Relations. Be as specific as possible.

15. Indicate University experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

16. Indicate community experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

17. What evaluation techniques should be used to determine student competence in each caregiving area?

    a. I. Bases of Child Growth and Development ______________________

    b. II. Caregiving Approaches ______________________

    c. III. Caregiving Curriculum and Physical Environment ______________________

    d. IV. Self-Development and Human Relations ______________________

18. Please indicate in what ways you find the competency document of value to you and in what ways you might use it in your professional position.

19. What do you see as the strengths and weaknesses of a competency-based orientation for the preparation of teachers of very young handicapped children?

20. Please indicate any other comments you may have about the document.

21. When you came to OSU, did you already have some of the skills specified in the document? ______ If yes, please indicate what types of skills you already had and where you gained them.

Skill	Where Acquired

COMPETENCY DOCUMENT QUESTIONNAIRE

ABBREVIATED FORM

The purpose of this questionnaire is to learn your responses to the document entitled, A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children as a potential basis and source of information for training programs for teachers of young (0-6) handicapped children. The information provided by you and other respondents will be utilized in refining the document and in developing a viable teacher preparation program.

The questionnaire is specifically designed to gather data on your professional status and on your general responses to certain aspects of the document and the document as a whole. Please respond as indicated to each question.

The staff of the Competency-Based Project extends its thanks to you for your time and attention in participating in this survey.

* * * * * * * * * * *

1. Please indicate your highest professional degree ____________________

2. Please indicate your current professional position ____________________
____

3. What is your major professional area of interest? ____________________
____

4. Indicate the total number of years you have been professionally involved in your field in teaching and non-teaching positions. ____________________
____

5. If you now hold a teaching position, how many years have you been teaching in your field? ____________________

6. If you do not currently hold a teaching position, indicate whether you have ever done so __________. If so, how long? ____________________

7. Indicate the kinds of non-teaching professional involvement you have had in your field.

8. Below are listed the four major sections of the document. Please make three separate rankings of their importance for competency learning for each kind of teacher on a scale of 1 - 4:

1	2	3	4
most important			least important

Section	Teachers of Handicapped Children	Teachers of Normal Children	Home Trainers*
a. Bases of Child Growth and Development			
b. Caregiving Approaches			
c. Caregiving Curriculum and Physical Environment			
d. Self-Development and Human Relations			

*Teachers who work with the young handicapped child and the family in the home.

9. Within the document a section is devoted to the Bases of Child Growth and Development. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

10. Within the document a section is devoted to Caregiving Approaches. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

11. Within the document a section is devoted to Caregiving Curriculum and Physical Environment. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

12. Within the document a section is devoted to Self-Development and Human Relations. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

13. Should the document contain other sections? _____ If yes, please explain what other sections should be included for each of the categories of personnel listed. Please feel free to write on the back of this page or attach another page.

    a. Teachers of infant and preschool children ______________________________

    b. Teachers of normal children ______________________________

    c. Home Trainers ______________________________

14. Are there any portions of the document which you feel are not relevant or necessary? Please explain.

15. Indicate what coursework at Ohio State would enable students to gain the competencies in: I. Bases of Child Growth and Development. Be as specific as possible.

16. Indicate what coursework at Ohio State would enable students to gain the competencies in: II. Caregiving Approaches. Be as specific as possible.

17. Indicate what coursework at Ohio State would enable students to gain the competencies in: III. Caregiving Curriculum and Physical Environment. Be as specific as possible.

18. Indicate what coursework at Ohio State would enable students to gain the competencies in: IV. Self-Development and Human Relations. Be as specific as possible.

19. Indicate University experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

20. Indicate community experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

21. What evaluation techniques should be used to determine student competence in each caregiving area?

    a. I. Bases of Child Growth and Development ____________________

    b. II. Caregiving Approaches ____________________

    c. III. Caregiving Curriculum and Physical Environment ____________________

    d. IV. Self-Development and Human Relations ____________________

22. Please indicate in what ways you find the Competency Document of value to you and in what ways you might use it in your professional position.

23. What do you see as the strengths and weaknesses of a competency-based orientation for the preparation of teachers of very young handicapped children?

24. Please indicate any other comments you may have about the document.

25. If you now hold a University teaching position or supervise undergraduate students, please indicate whether you would consider reorganizing current coursework or experiences to teach some of the skills stated in the document. ______ If yes, please indicate what skills.

COMPETENCY DOCUMENT QUESTIONNAIRE

EXTENDED FORM

The purpose of this questionnaire is to learn your responses to the document entitled, A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children as a potential basis and source of information for training programs for teachers of young (0-6) handicapped children. The questionnaire is divided into two sections (i.e., General Information and Item Scaling). Explanations of and directions for completing each section are given. The information that is provided by you and other respondents will be utilized in refining the document and in developing a viable teacher preparation program. The staff of the Competency-Based Project extends its thanks to you for your participation in this survey.

* * * * * * * * * * * * *

Part I

General Information

Part I of the questionnaire is designed to gather data on your professional status and your general responses to the Competency Document as a whole. Please respond as indicated to each question.

1. Please indicate your highest professional degree ______________________

2. Please indicate your current professional position ______________________
____

3. What is your major professional area of interest? ______________________
____

4. Indicate the total number of years you have been professionally involved in your field in teaching and non-teaching positions ______________________
____

5. If you now hold a teaching position, how many years have you been teaching in your field? ______________

6. If you do not currently hold a teaching position, indicate whether you have ever done so __________. If so, how long? ______________________

7. Indicate the kinds of non-teaching professional involvement you have had in your field.

8. Below are listed the four major sections of the document. Please make three separate rankings of their importance for competency learning for each kind of teacher on a scale of 1 - 4:

1	2	3	4
most important			least important

Section	Teachers of Handicapped Children	Teachers of Normal Children	Home Trainers*
a. Bases of Child Growth and Development			
b. Caregiving Approaches			
c. Caregiving Curriculum and Physical Environment			
d. Self-Development and Human Relations			

*Teachers who work with the young handicapped child and the family in the home.

9. Within the document a section is devoted to the Bases of Child Growth and Development. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

10. Within the document a section is devoted to Caregiving Approaches. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

11. Within the document a section is devoted to Caregiving Curriculum and Physical Environment. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

12. Within the document a section is devoted to Self-Development and Human Relations. Why do you (or do you not) feel this section is important for competency learning for teachers of young handicapped children?

13. Should the document contain other sections? ____ If yes, please explain what other sections should be included for each of the categories of personnel listed. Please feel free to write on the back of this page or attach another page.

a. Teachers of infant and preschool children ____________________

b. Teachers of normal children ____________________

c. Home Trainers ____________________

14. Are there any portions of the document which you feel are not relevant or necessary? Please explain.

15. Indicate what coursework at Ohio State would enable students to gain the competencies in: I. Bases of Child Growth and Development. Be as specific as possible.

16. Indicate what coursework at Ohio State would enable students to gain the competencies in: II. Caregiving Approaches. Be as specific as possible.

17. Indicate what coursework at Ohio State would enable students to gain the competencies in: III. Caregiving Curriculum and Physical Environment. Be as specific as possible.

18. Indicate what coursework at Ohio State would enable students to gain the competencies in: IV. Self-Development and Human Relations. Be as specific as possible.

19. Indicate University experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

20. Indicate community experiences not related to coursework through which students might gain some of the skills specified in the document. Please indicate what skills.

21. What evaluation techniques should be used to determine student competence in each caregiving area?

    a. I. Bases of Child Growth and Development ______________________________

    b. II. Caregiving Approaches ______________________________

    c. III. Caregiving Curriculum and Physical Environment ______________________________

    d. IV. Self-Development and Human Relations ______________________________

22. Please indicate in what ways you find the Competency Document of value to you and in what ways you might use it in your professional position.

23. What do you see as the strengths and weaknesses of a competency-based orientation for the preparation of teachers of very young handicapped children?

24. Please indicate any other comments you may have about the document.

25. If you now hold a University teaching position or supervise undergraduate students, please indicate whether you would consider reorganizing current coursework or experiences to teach some of the skills stated in the document. ______ If yes, please indicate what skills.

Part II

Scaled and Open-Ended Responses to the Competency Component

Part II of the questionnaire is designed to learn your more particular responses to the Competency Document on three dimensions. An explanation of each dimension and directions for recording your responses on each dimension follow. Responses will be recorded on separate answer sheets.

1. Dimension One: Your judgment of how important each item in the Knowledge Component (left-hand side of pages 1-53) and the Application Component (right-hand side of pages 1-53) is for:

   a. Teachers of infant and preschool children with handicap

   b. Teachers of normal children

   c. Home trainers

Directions: For each item in the Knowledge Component and the Application Component, make a judgment on a scale of 1 - 5 of how important that item is for each category of teacher (as above):

1 = Essential
2 = Very important
3 = Moderately important
4 = Little importance
5 = Not important

For each Knowledge and Application item, you should make three judgments of degree of importance to correspond to each category of teacher. Record your response by placing the numbers which represent your judgment of degree of importance in the appropriate column for each category of teacher:

Example: Dimension One

Item		Teachers of Handicapped Children	Teachers of Normal Children	Home Trainers
Knowledge	A-1.	1 (essential)	1	1
	1.	1	3	2
	2.	5 (not important)	4	3
Application	A-2.	3	4	5
	1.	3	5	1
	2.	2	4	1

2. Dimension Two: Your judgment of the most appropriate learning setting for each item in the Knowledge Component (left-hand side of pages 1-53) and the Application Component (right-hand side of pages 1-53):

   a. University class

   b. Practicum experience

   c. Job experience

Directions: For each item in the Knowledge and Application Components, make one judgment of where you think that knowledge can best be learned by any teacher (i.e., University class, Practicum experience, or Job experience). Record your response by placing an X in the appropriate column:*

Example: Dimension Two

Item		University Class	Practicum Experience	Job Experience
Knowledge	A-1.		X	
	1.	X		
	2.			X
Application	A-2.	X		
	1.			X
	2.	X		

*Remember to record only one X for where you think each item is best learned.

3. Dimension Three: Your comments on the content of the Knowledge Component and Application Component (both sides of pages 1-53) of the Competency Component of the document.

Directions: After reading both the Knowledge Component and the Application Component on one page of the document, make a judgment of whether there is any essential information missing or any unnecessary information included on that page for teachers of children with handicaps. Record your response by writing a comment in the space provided which identifies missing or unnecessary information. If you suggest no changes for a particular page, please write "No Changes" in the space provided.

Example: Dimension Three

Comments

Missing Info: Application Comp. should include item on ________________

Unnecessary Info: None

Other: No changes in Knowledge Comp.

* * * * * * * * * * *

*Each of the following pages of the questionnaire corresponds to one page in the Competency Document. Please record your response to each page of the document (pp. 1-53) on the corresponding page in the questionnaire.

In responding to the questionnaire, the Project Staff found certain procedures to be helpful. While you are of course free to work in any way that you find comfortable, we offer the following suggestions:

1. Respond to only a few pages (e.g., 5 pages) at one sitting.
2. Respond fully to one item at a time; rate each item on Dimensions One and Two before proceeding to the next item.
3. Respond fully to one page at a time; complete all three dimensions on each page before proceeding to the next page.

This page corresponds to page 1 of the document.

Dimension One				Dimension Two		
	1=Essential 3=Moderately Important 2=Very Important 4=Little Importance 5=Not Important How Important For:			Place an X in the appropriate column. Where Should Knowledge and Application Be Learned?		
Item #	Teachers of Handicapped Children	Teachers of Normal Children	Home Trainers	University Class	Practicum Experience	Job Experience
Knowledge						
A-1.						
1.						
2.						
3.						
4.						
5.						
6.						
Application						
A-2.						
1.						
2.						

Dimension Three

Comments on Knowledge and Application Components:

Missing Information:

Unnecessary Information:

Other:

THE OHIO STATE UNIVERSITY

January 9, 1975

Dear Colleague,

The Competency-Based Project of the Family and Child Development Division, School of Home Economics, is in the process of gathering evaluation data on its document entitled A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children. In November of 1974, copies of that document together with an evaluation questionnaire were sent by the Project to you and to several other members of the OSU community.

The Project staff is now preparing to examine your evaluation of the document so that we can integrate suggested changes and thereby enhance the document's usefulness and validity as an aid to professional training of teachers of young children with special needs. Your input into this process is highly valued and very necessary to its completion. Therefore, if you have not already done so, we ask that you complete the questionnaire and return it to 315 Campbell Hall at your earliest convenience. Please direct any questions you may have to Ms. Dona Black at 422-7705.

The Project staff again extends its thanks to you for your participation.

Sincerely,

Muriel M Frank

Muriel M. Frank
Project Evaluator

George W. Etheridge

George W. Etheridge
Project Coordinator

MMF/GWE:db

The School of Home Economics / College of Agriculture and Home Economics / 1787 Neil Avenue / Columbus, Ohio 43210 / Phone (614) 422-6761

Appendix B-3

Summary of Data Examined
By Project Staff In Phase One
Of Evaluation As Contained In
Interim Evaluation Report
Of January, 1975

A COMPETENCY - BASED MODEL FOR THE PREPARATION OF TEACHERS OF VERY YOUNG HANDICAPPED CHILDREN

Interim Evaluation Report

January, 1975

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I. Response Rates

The following is a summary of response rates for each form and category of respondent as of January 23, 1974:

Form	Sent	Received	Response Rate
Extended Form	5	5	100%
Student Form			
Project Students	5	5	100%
Traditional Students	13	10	76%
Home Training Students	4	1	25%
Sub-Total	22	16	73%
Abbreviated Form			
Faculty Persons	27	9	33%
Field Persons	7	5	71%
Sub-Total	34	14	41%
TOTAL ALL FORMS	61	34	46%

II. Summary of Responses to Short Form

A. Conditions of Evaluation

For purposes of this interim report, the responses to only certain questions from each questionnaire will be considered. This will be done to facilitate focusing on those questions which yielded data most relevant to the conduct of future evaluation.

In general, biographical data, specification of coursework and experiences for gaining competencies, methods of evaluation of competencies, and use of document will be omitted. Although there was what I interpret to be strong support for the document evidenced in over 90% of the responses, no citation of support will be made in this report. Instead, only statements of criticism, citations of needs and weaknesses, and ratings of sections will be presented. This is done on the assumption that these comprise the most meaningful input for the decision of what data or information to seek for further evaluation.

It should be noted that the responses to the questionnaire reveal some inadequacies in the questions asked and the form of the questions - both of which could be corrected in further evaluation. The major weakness was in the questions on each of the four sections of the document. Those questions did not discriminate between each of the four sections as abstract concepts and the strengths and weaknesses of the way in which the document organized and stated the concepts. Also, the ratings of each section of the document for each kind of teacher (question #4 on student form, #8 on abbreviated and extended forms) did not adequately discriminate; there were several volunteered statements that all sections were extremely important. Some respondents rated sections all "1's" or "1's" and "2's" while others used the 1 - 4 scale suggested. The scaled data is thus not fully comparable. Data which follows should be interpreted in these lights.

B. Project Student Responses (5 responses)

Question #

(4) Data not fully comparable due to discrepant interpretations of scale. Within that limit the following inferences can be made:

1. Overall Rates for All Teachers:
   1 - Bases of Child Growth and Development
   2 - Caregiving Approaches
   2 - Caregiving Curriculum
   2 - Self-Development

2. Ratings of Sections for Teachers of Handicapped:
   1 - Bases of Child Growth and Development
   2 - Caregiving Approaches
   2 - Caregiving Curriculum
   2 - Self-Development

3. Ratings of Sections for Teachers of Normal Children:
   1 - Bases of Child Growth and Development
   2 - Caregiving Approaches
   2 - Caregiving Curriculum
   2 - Self-Development

4. Ratings of Sections for Home Trainers:
   1 - Self-Development
   2 - Bases of Child Growth and Development
   3 - Caregiving Approaches
   3 - Caregiving Curriculum

(5) Bases of Child Growth and Development - no needs cited.

(6) Caregiving Approaches - no needs cited.

(7) Caregiving Curriculum - no needs cited.

(8) Self-Development - no needs cited.

Question #

(9) Additional Sections - none cited.

(19-20) Weaknesses cited:

1. Need to prioritize competencies.
2. Need to emphasize teaching of individual child.

C. Other Student Responses (11 Responses)

Question #

(4) Again, data not fully comparable due to discrepant interpretations of scale. Within that limit the following inferences can be made:

1. Overall Ratings for All Teachers:
   1 - Bases of Child Growth and Development
   2 - Self-Development
   3 - Caregiving Curriculum
   4 - Caregiving Approaches

2. Ratings of Sections for Teachers of Handicapped:
   1 - Bases of Child Growth and Development
   2 - Caregiving Curriculum
   3 - Self-Development
   4 - Caregiving Approaches

3. Ratings of Sections for Teachers of Normal Children:
   1 - Bases of Child Growth and Development
   2 - Self-Development
   3 - Caregiving Approaches
   3 - Caregiving Curriculum

4. Ratings of Sections for Home Trainers
   1 - Self-Development
   2 - Bases of Child Growth and Development
   3 - Caregiving Approaches
   4 - Caregiving Curriculum

(5) Bases of Child Growth and Development - no needs cited.

(6) Caregiving Approaches - no needs cited.

(7) Caregiving Curriculum - no needs cited.

Question #

(8) Self-Development - no needs cited.

(9) Additional Sections:

1. Parent training component for Home Trainer competencies.

(19-20) Weaknesses cited:

1. Potential for inflexibility
2. Specificity may "bog down" program.
3. Difficulty in evaluating Self-Development.
4. May not allow for accidental learning.
5. Inadequate references to handicapped child.
6. Specificity makes implementing far-fetched.

D. Faculty Responses (9 Returned; 8 Full Responses)

Question #

(8) Three discrepant responses:

1. Overall Ratings for All Teachers:
    1 - Self-Development
    2 - Bases of Child Growth and Development
    3 - Caregiving Approaches
    4 - Caregiving Curriculum

2. Ratings of Sections for Teachers of Handicapped:
    1 - Bases of Child Growth and Development
    2 - Self-Development
    3 - Caregiving Approaches
    4 - Caregiving Curriculum

3. Ratings of Sections for Teachers of Normal Children:
    1 - Bases of Child Growth and Development
    2 - Self-Development
    3 - Caregiving Approaches
    4 - Caregiving Curriculum

4. Ratings of Sections for Home Trainers:
    1 - Bases of Child Growth and Development
    2 - Self-Development
    3 - Caregiving Curriculum
    4 - Caregiving Approaches

Question #

(9) Bases of Child Growth and Development:

1. Deemphasize normal growth and development.
2. Make accurate in genetics, intelligence, adaptation.
3. Make more current.
4. Add implications for parenting and educational programs.
5. Inadequate in terms of specific variances.

(10) Caregiving Approaches:

1. Relate to Bases of Child Growth and Development.
2. Application doesn't fit.
3. Relate to child with specific variance.

(11) Caregiving Curriculum:

1. Relate to child with specific variance.
2. Not adequately relevant to young delayed children.
3. Should provide for more free-flowing, creative opportunities for student teachers.
4. Needs more specific "how to's."
5. Interrelationship between sections not clear.

(12) Self-Development:

1. Need to clarify skills easily acquired and those requiring extensive behavior changes.
2. Clarify how to teach for extensive behavior changes.
3. Group dynamics skills may not be essential for classroom teachers.
4. Needs to be treated as most important theoretical area.
5. Needs to be related to specific variances.

Question #

(13) Additional Sections:

1. Methodology and approaches for children who do not respond to established approaches.
2. Physical Development:
    a. Abnormal muscle and skeletal development.
    b. Therapeutic approaches to foster physical skills or reverse incorrect patterns of development.
3. Seizure Control
    a. Types of seizures.
    b. Procedures for control.
4. Drug Therapy
    a. Seizure control.
    b. Hyperactivity.
5. Assessing family acceptance of child with handicapping condition.
6. Progress Profiles - Systematic measurement of behavior change.
7. Bizarre Behavior Patterns
    a. What behaviors are typical.
    b. Strategies on how to handle.
8. Theoretical information on peer relationships.

(23-24) Weaknesses cited:

1. Students should not be bound within parameters of this curriculum.
2. Applications not clearly defined in measurable terms (how much makes a student competent?).
3. Document is a graduate vs. undergraduate emphasis.
4. Measurement of competencies too open to subjective interpretation.
5. Need for continuity in training.
6. Absence of new material.
7. Weak in application component - especially for student users.

E. Field Person Responses (5 Returned; 3 Full Responses)

Question #

(8) (One discrepant interpretation)

1. Overall Ratings for all Teachers:
   1 - Bases of Child Growth and Development
   2 - Self-Development
   3 - Caregiving Approaches
   4 - Caregiving Curriculum

2. Ratings of Sections for Teachers of Handicapped:
   1 - Bases of Child Growth and Development
   1 - Caregiving Approaches
   1 - Self-Development
   2 - Caregiving Curriculum

3. Ratings of Sections for Teachers of Normal Children
   1 - Bases of Child Growth and Development
   2 - Caregiving Approaches
   3 - Self-Development
   4 - Caregiving Curriculum

4. Ratings of Sections for Home Trainers:
   1 - Self-Development
   2 - Caregiving Curriculum
   3 - Bases of Child Growth and Development
   4 - Caregiving Approaches

(9) Bases of Child Growth and Development:

1. More emphasis on individual child assessment.

2. More emphasis on therapeutic intervention.

3. More emphasis on remediation of abnormal patterns.

(10) Caregiving Approaches - no needs cited.

(11) Caregiving Curriculum - no needs cited.

(12) Self-Development - no needs cited.

(13) Additional Sections:

1. More teaching techniques for delayed children.

2. Community Resource utilization and involvement.

(23-24) Weaknesses Cited:

1. Too much stress on application - teacher should know when and where to obtain resources.
2. Implementation of program extremely difficult.
3. Experience examples difficult to match to document.
4. Difficulty of achieving internalization of basic philosophy to students.

* Volunteered Comments (see letter from Sherrie Wyant):

1. Need to cover less professional ground.
2. Need to more clearly define and limit applications.
3. Need to consider whether all handicapped children can be patterned through normal sequences.
4. Need to add component on frequent medical problems such as seizures.
5. Need to add more on severely handicapped child.
6. Need to add non-standard skill assessment and general screening devices.
7. Need to add task analysis skills.
8. Need to stress alternatives to verbal communication.

F. Consultant Responses (Extended Form - First Half; 5 Responses)

Question #

(8) (Two discrepant responses)

1. Overall Ratings for All Teachers:
   1 - Bases of Child Growth and Development
   2 - Self-Development
   3 - Caregiving Curriculum
   4 - Caregiving Approaches

2. Ratings of Sections for Teachers of Handicapped:
   1 - Bases of Child Growth and Development
   {2 - Caregiving Curriculum
   {2 - Self-Development
   3 - Caregiving Approaches

Question #

3. Ratings of Sections for Teachers of Normal Children:
    1 - Bases of Child Growth and Development
    2 - Caregiving Curriculum
    3 - Self-Development
    4 - Caregiving Approaches

4. Ratings of Sections for Home Trainers:
    1 - Bases of Child Growth and Development
    2 - Self-Development
    3 - Caregiving Curriculum
    4 - Caregiving Approaches

(9) Bases of Child Growth and Development:

1. Add component on reading, critiquing, and implementing research.

(10) Caregiving Approaches:

1. Should include instruction on behaviorally descriptive observation of children (and parents and staff).

2. Problem Solving should be taught with actual skills - not as an isolated skill area.

3. Problem Solving and Models of Early Childhood do not belong in same section.

(11) Caregiving Curriculum:

1. Written more for mildly handicapped than severely handicapped.

2. Should include section on self-care skills.

(12) Self-Development:

1. May be unable to train teachers in such a way as to change their behavior.

2. More emphasis on value, trust, and respect of others.

(13) Additional Sections (see typed comments from D. Horstmeier):

1. Section on severely physically and mentally handicapped and multiply handicapped.

Question #

2. Needs much more detailed statements of knowledge and skills for working with mildly and severely handicapped including:
    a. Probable causes of disability.
    b. Major symptoms.
    c. Medication.
    d. Implications for educating.
    e. Modifications of teaching technique.
    f. Modifications of normal objectives.
    g. Variations characteristic within each disability.
    h. Task analysis or detailing.
    i. Behavioral theory.
    j. Instruction of pre-academic skills (e.g., one-to-one correspondence, number recognition, place labeling, letter names and sounds).

3. Section or statement on measurement of competencies.

(23-24) Weaknesses cited:

1. Too much material for a four-year curriculum.

2. No means of assessing competency.

3. Competencies all important but to different degrees - prioritize.

4. Difficulties of supervision of student teachers.

5. Labels "Caregiver" and "Caregiving" questionable.

6. May produce teachers with inadequate depth of knowledge and skill.

7. No evaluation criteria.

8. No means of assessing pre-learned competencies.

9. Competencies stated on graduate level.

10. Competencies stated too broadly.

11. Implementation too subject to subjective interpretation.

12. Inadequate means to assess pre-existing competencies.

III. Summary of Responses to Extended Form (Second Half)

A. Conditions of Evaluation

For purposes of this interim evaluation report, the data gathered in the second half of the extended form (consultant data) will not be fully analyzed or reported. This is being done for the major reason that there were in the five responses sufficient mixtures of high to low ratings of importance of competency statements that analysis and interpretation by "eye" or "hand" is problematic and probably meaningless (some simple tallies could however be done and might prove revealing).

This points to some major decisions for the Project Staff on:

1. What meaning that data has for the current (evolved) goals of the Project.
2. How that data will be utilized in future Project products.
3. What form of data analysis and reporting will best fit those goals and needs.

In the interim, only descriptive data citing needed additions will be reported. This will be done in four sections to correspond to each section of the document; responses from each of the five respondents will be reported as a unit within each of those sections.

It should be noted that there was extensive volunteered support for the document and that the ratings of competencies also reflect at least considerable support.

B. Summary of Responses

1. Bases of Child Growth and Development
    - a. Needs section on how to read, critique, and use research.
    - b. Add statements on effect of bilingual home (including black dialect) on child in society.
    - c. Add statements on guiding parents in describing own and child's personality needs and reactions and analyzing interaction of each personality.
    - d. Add knowledge and application in conducting parent interviews.
    - e. Add knowledge of types of professional specialization.
    - f. Add knowledge of service persons and organizations able to assist families in change.

g. Add ability to answer questions (one-to-one) on genetics and implications for future children in family.

h. Add more emphasis on informal assessment.

i. Add knowledge of how genetic mutations can be determined prenatally.

j. Distinguish between cognition and intelligence.

k. Add knowledge of alternative methods of communication (communication boards).

l. Add statements on children with swallowing and chewing problems.

m. Add statements on "nuisance" diseases (e.g., impetigo, common cold).

2. Caregiving Approaches

   a. Change level of sophistication from graduate to undergraduate.

   b. More emphasis on team approach.

   c. More emphasis on knowledge of staff roles, etc.

   d. Emphasize behavioral description vs. judgmental description.

3. Caregiving Curriculum

   a. Emphasize team approach.

   b. Add statements on arranging accessible materials so as to encourage responsible use by children.

   c. Elaborate and specify for handicapped child.

   d. Add modification and adaptation of curriculum goals for handicapped children.

   e. Distinguish curriculum for children with different disabilities.

   f. Add ability to adapt curriculum areas according to disabilities.

   g. Add knowledge of equipment (relaxer chairs, walker bolster, etc.).

4. Self-Development

   a. Add statements on actively encouraging the handicapped child to communicate in a more mature and effective manner.

   b. Add statements on helping parents to understand, acquire, and use positive child management skills.

IV. Recommendations

A. Bases of Recommendations

The recommendations for future evaluation which follow are based on the assumption that the Project will produce, by June, 1975, one product for distribution in the form of an addendum to the Competency Document (rather than a revised Competency Document). It is also assumed that the addendum will include at least the following information:

1. Some statements on conduct of evaluation.
2. Some statements on extend or evidence of support of the document.
3. Some statements on criticisms or weaknesses of the document.
4. Some statements on recommended additions, and possibly
5. Some compilation of actual additions.

The first three areas of information (as above) are assumed to have been largely satisfied via the first set of questionnaires (#1 above will also include statements on conduct of future evaluation). The fourth area above (on recommended additions) has also been partially satisfied via the first set of questionnaires. The following recommendations are directed toward gathering data for #4 and/or #5 above.

B. Evaluation Recommendations

1. Option One - mailing costs only; no consulting fee.

   Obtain x number of responses from faculty and field specialists on handicapped children on perceived needed additions to each section of the document. Use simple open-ended questionnaire with four basic questions to correspond to four competency sections. Each respondent evaluates whole document. Data reported descriptively to satisfy area #4 above.

2. Option Two - mailing costs only; no consulting fee.

   Same as Option One above except respondents are divided into four groups to correspond to four sections. Each respondent evaluates one section of document only. Data reported descriptively to satisfy area #4 on previous page.

3. Option Three - mailing costs only; no consulting fee.

   Same as Option Two above except respondents chosen will be specialists in the section of the document to which they are assigned (e.g., only specialists in Self-Development and Human Relations will respond to that section). Data reported descriptively to satisfy area #4 on previous page.

4. Option Four - mailing costs only; no consulting fee.

   Obtain x number of responses from faculty and field specialists on handicapped children on perceived needed additions only for mildly, severely, and multiply disabled children. Use simple open-ended questionnaire with four basic questions to correspond to four competency sections. Each respondent evaluates whole document. Data reported descriptively to satisfy area #4 on previous page.

5. Option Five - mailing costs only; no consulting fee.

   Same as Option Four above except respondents are divided into four groups to correspond to four sections. Each respondent evaluates one section of the document only. Data reported descriptively to satisfy area #4 on previous page.

6. Option Six - mailing costs and $ x consulting fee.

   x number of consultants assigned to either the whole document or one section of the document evaluate in one of the following ways:
   a. Perceived needed additions.
   b. Perceived needed additions for mildly, severely, and multiply disabled children.

   Data reported descriptively to satisfy area #4 on previous page.

7. Option Seven - mailing costs and $ x consulting fee.

   x number of consultants undertake the task of writing a section to be included in the addendum which is directed specifically at competencies for teachers of mildly, severely, and multiply handicapped children.

8. Option Eight - mailing costs and $ x consulting fee.

Some combination of options 1 - 7.

Recommendation: Combination of options 5 and 6 or 5, 6, and 7.

Appendix B-4

Specialists Utilized In Phase Two of Evaluation

Specialists Utilized In

Phase Two Of Evaluation

1. Respondants to Section I: Bases of Child Growth and Development

Sally Lehman
United Cerebral Palsy Pre-School
2144 Agler Road
Columbus, Ohio 43224

Gladys M. Hillsman
St. Vincent Children's Center
1490 E. Main Street
Columbus, Ohio 43205

Patricia Kiser
Physical Therapy
Nisonger Center, O.S.U.
1580 Cannon Dr
Columbus, Ohio 43210

2. Respondants to Section II: Caregiving Approaches

James T. Meyer
Physical Therapy
Akron Children's Hospital
Buchtel and Bowery Street
Akron, Ohio 44308

Linda Strausbaugh
Nisonger Center
1580 Cannon Dr
Columbus, Ohio 43210

KathleenAustin
Infant Program
Akron Children's Hospital
Buchtel and Bowery Street
Akron, Ohio 44308

3. Respondants to Section III: Caregiving Curriculum

Sarah Hamdorf
Maple Grove Afternoon School
7 W. Henderson Rd
Columbus, Ohio 43214

Sara Robertson
235 Campbell Hall, O.S.U.
Neil Avenue
Columbus, Ohio 43210

Gail Meddaugh
Infant Toddler Program
Nisonger Center
1580 Cannon Dr
Columbus, Ohio 43210

4. Respondants to Section IV: Self-Development and Human Relations

Roberta Sherman
1253 Bunker Hill Blvd.
Columbus, Ohio

Henry E. Henkerson
Developmentally Delayed Infant Ed. Outreach Project
Nisonger Center
1580 Cannon Drive
Columbus, Ohio

Appendix B-5

Questionnaire Forms Related To Phase Two of Evaluation Activities

THE OHIO STATE UNIVERSITY

February 3, 1975

Dear

As agreed in recent conversation, we are forwarding to you materials necessary for your evaluation of the work of the Competency-Based Project. Enclosed you will find the following materials:

1. A copy of the Project's document entitled A Competency-Based Model for the Preparation of Teachers of Very Young Handicapped Children.
2. A questionnaire on which you are asked to record your evaluation of Section ___ (pages __________) of the document. (Please detach questionnaire if necessary and insert as many additional pages as you require).

Also as previously agreed, it is the expectation of the Project staff that you will complete your evaluation and return the completed questionnaire to 315 Campbell Hall, 1787 Neil Avenue, Columbus, Ohio 43210 on or before February 18, 1975. (You are invited to keep the document if you so desire). For these services you will receive an honorarium of fifty dollars ($50.00). Please direct any questions you may have to Ms. Dona Black at 422-7705.

The Project staff is most appreciative of your willingness to participate in evaluation of its work. Your responses will contribute to refining the document and extending its usefulness for preparation of teachers of children with disabilities.

Sincerely,

George W. Etheridge
Project Coordinator

Muriel M. Frank
Project Evaluator

GWE/MMF:db

The School of Home Economics / College of Agriculture and Home Economics / 1787 Neil Avenue / Columbus, Ohio 43210 / Phone (614) 422-6761

COMPETENCY-BASED PROJECT

QUESTIONNAIRE

Evaluation Phase II

The purpose of this questionnaire is to learn your responses to the Knowledge component of one section of the Competency-Based Project document (enclosed) as a potential basis and source of information for training programs for teachers of young (0-6 years) handicapped children. The questionnaire is specifically designed to gather data on your professional judgment of what information should be included in the document on mildly, moderately, multiply and severely disabled children.

Before completing the questionnaire, please read the section to which you have agreed to respond (you may find it helpful to also examine the remainder of the document). Please then respond to each of the six questions as indicated, focusing your attention on the Knowledge component only.

If necessary, you may detach the questionnaire and insert as many additional pages as you require. The section to which you have agreed to respond is Section ______ (pages __________).

The Project staff again extends its thanks to you for your time and attention in participating in this evaluation.

* * * * * * * * * * * * * * * *

1. Name: ______________________________

Current Position: ______________________________

Office Address: ______________________________

Office Phone: ______________________________

Major Professional Area of Interest: ______________________________

Highest Level of Education: ______________________________

Number of Years in Field: ______________________________

DETACH AND INSERT ADDITIONAL PAGES IF NECESSARY

2. Indicate what general strengths you find in the content and inclusiveness of the competencies in your section for preparation of teachers of disabled children.

DETACH AND INSERT ADDITIONAL PAGES IF NECESSARY

3. Indicate what general weaknesses you find in the content and inclusiveness of the competencies in your section for preparation of teachers of disabled children.

DETACH AND INSERT ADDITIONAL PAGES IF NECESSARY

4. Indicate what additional information should be included in your section for mildly and moderately disabled children. Please do not feel that you are limited by the categories or kinds of information we have included. If, for example, you feel that we have left out or inadequately treated kinds of disabilities, specific information on each disability, self-care skills, adaptive equipment, medical aspects, family, or any other area of information that you feel should be included, please indicate those as specifically and inclusively as possible.

DETACH AND INSERT ADDITIONAL PAGES IF NECESSARY

5. Indicate what additional information should be included in your section for severely and multiply disabled children. Please do not feel that you are limited by the categories or kinds of information we have included. If, for example, you feel that we have left out or inadequately treated kinds of disabilities, specific information on each disability, self-care skills, adaptive equipment, medical aspects, family, or any other area of information that you feel should be included, please indicate those as specifically and inclusively as possible.

DETACH AND INSERT ADDITIONAL PAGES IF NECESSARY

6. Indicate any other comments or citiation of additional needed information that you may wish to make about the document.

Appendix B-6

Summary of Data Examined By
Project Staff In Phase Two
Of Evaluation As Contained In
Interim Evaluation Report II
of February, 1975

A COMPETENCY-BASED MODEL FOR THE PREPARATION OF TEACHERS OF VERY YOUNG HANDICAPPED CHILDREN

Interim Evaluation Report II

February, 1975

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I. Introduction

For purposes of this interim report, the following conditions will apply:

1. Evaluation data will be reported for each of the four sections of the Competency Document in sequence (i.e., Section I, II, III, and IV).
2. The report will include in each of those sections data from Evaluation One (November, 1974) and Evaluation Two (January, 1975).
3. The data reported will include respondants' perception of "things missing from" or "needed content additions to" the document.
4. These will be followed by a set of recommendations for consideration by the Project staff.

It should be noted that these conditions are consistent with the intent of the Project staff as expressed in staff meeting of January 31, 1975. The summaries of data gathered follow in four sections.

II. Summary of Responses to Section I. Child Growth and Development

A. Evaluation One

1. Emphasize disabled (not the normal) child.
2. Account for specific variances.
3. Add implications for parenting and educational programs.
4. Add methodology and approaches for children who do not respond to established approaches.
5. Add knowledge of abnormal and skeletal development.
6. Add therapeutic approaches to foster physical skills or reverse incorrect patterns of development.
7. Add knowledge of seizure control - types of seizures and procedures for control.
8. Add knowledge of Drug Therapy - seizure control and hyperactivity.
9. Add knowledge of Progress Profiles - systematic measurement of behavior change
10. Add knowledge of bizarre behavior patterns - what behaviors are typical and strategies for handling.

11. Add theoretical information on peer relationships.

12. Emphasize individual child assessment and planning.

13. Emphasize therapeutic intervention.

14. Emphasize remediation of abnormal patterns.

15. Add knowledge of non-standard skill assessment and general screening devices.

16. Add knowledge of frequent medical problems.

17. Add knowledge of task analysis.

18. Add component on reading, critiquing, and implementing research.

19. Add section on severely and multiply handicapped:

    a. Probable causes of disability.

    b. Major symptoms.

    c. Medication.

    d. Implications for educating.

    e. Modifications of teaching technique.

    f. Modifications of normal objectives.

    g. Variations characteristic within each disability.

    h. Task analysis or detailing.

    i. Behavioral theory.

    j. Instruction of pre-academic skills (e.g., one-to-one correspondence, number recognition, place labeling, letter names and sounds).

20. Add statements on effect of bilingual home (including black dialect) on child in society.

21. Add statements on guiding parents in describing own and child's personality needs and reactions and analyzing interaction of each personality.

22. Add knowledge and application in conducting parent interviews.

23. Add knowledge of types of professional specialization.

24. Add knowledge of service persons and organizations able to assist families in change.

25. Add ability to answer questions (one-to-one) on genetics and implications for future children in family.

26. Add more emphasis on informal assessment.

27. Add knowledge of how genetic mutations can be determined prenatally.

28. Distinguish between cognition and intelligence.

29. Add knowledge of alternative methods of communication (communication boards).

30. Add statements on children with swallowing and chewing problems.

31. Add statements on "nuisance" diseases (e.g., impetigo, common cold).

B. Evaluation Two (of Bases of Child Growth and Development)

(General)

1. Add knowledge of effects of different types of medication taken by young handicapped children - what behavior to expect - side effects for different medication - strategies for working with child on medication.

2. Add (to page 5) more knowledge of physical and occupational therapy.

3. Add specific knowledge of the multiple ways in which the abnormal child may differ from the normal child.

4. Add specific statements on translating the competencies into curriculum for child with developmental disabilities (staff - check subsection on disabilities):

    a. (Page 1) Add knowledge of how to adapt curriculum to meet individual needs according to disability.

    b. (Page 2) Add knowledge of certain aspects of prevention of birth defects (e.g., genetic counseling, amniocentesis, new drugs, etc.).

    c. (Page 3) Add knowledge of how physical and mental changes differ in developmentally disabled as compared to normal child.

    d. (Page 4) Add knowledge of social relationships pertaining to developmentally disabled child - especially mother/child.

    e. (Page 4) Add knowledge of ways of stimulating infants' response capability.

   f. (Page 5) Add knowledge of early neurological development of developmentally disabled child and plasticity of the central nervous system (bases for early intervention).

   g. (Page 6) Add knowledge of how and when to structure a play situation for a developmentally disabled child who cannot play by self to facilitate cognitive development.

   h. (Page 6) Add knowledge of strengths and weaknesses of assessment tools and alternative tools for child with minimum motor skills.

   i. (Page 8) Add knowledge of how physical and sensory damage affects intellectual development in developmentally disabled children.

   j. (Page 9) Add knowledge of adapting standardized tests for developmentally disabled child.

   k. (Page 10) Add knowledge of ways of establishing child's independence to facilitate his self esteem and prepare him for a more independent adulthood.

   l. (Page 10) Add knowledge of ways to incorporate success into child's daily activities.

5. Add specific competencies under disabilities section for common "entities" which teachers are most likely to encounter:

   a. Down's Syndrome - etiology, characteristics, general pattern of development in all areas, potentials for productive adulthood, curriculum planning.

   b. Cerebral Palsy - etiology, underlying pathology and how it affects development, associated defects, concepts of muscle tone (hypertonic and hypotonic) and how it affects development, basic concepts of handling C.P. child.

   c. Mental retardation of unknown etiology.

   d. Congenital blindness.

   e. Congenital deafness.

   f. Multiply handicapped.

6. Add knowledge of the functions of the caregiving team (physician, physical therapist, occupational therapist, speech therapist, psychologist, parents).

7. Add knowledge of how developmentally disabled child affects the family - stages of adjustment of parents - types of stress.

8. Add knowledge of how to seriously involve parent in developmentally disabled child's development program and how to work with parents.

9. (Page 1) Add knowledge of Peter Wolff's concept that "different children may come to the same logical structures by varying pathways depending on the experience in their disordered world as well as depending on organized pathology and cultural expectations."

10. (Page 2) Clarify genetics component (see Gladys Hillsman).

11. Add knowledge of stages of acceptance of developmentally disabled child by parents.

12. Add knowledge of seizures - techniques for keeping airway free for breathing.

13. Add knowledge of foods necessary for normal balanced nutrition.

14. Add knowledge of common nutritional problems for infants and preschoolers.

15. Add knowledge of preventive dental care.

16. Add knowledge of principles of first aid.

17. Add knowledge of common communicable diseases, to include communicability and transmission.

18. Add knowledge of immunization schedule as a means of preventing disease.

19. Add knowledge of the child's needs for a safe environment (car, bus, home, school).

20. Add knowledge of concepts of family organization/disorganization:
    a. Crisis - stress.
    b. Grief - grieving.
    c. Coping.
    d. Strategies for effective intervention.

21. Add knowledge of how to integrate normal and disabled children.

22. Add knowledge of advantages and/or disadvantages of having normal and disabled children together in the same classroom.

23. Add knowledge of future school placement options for developmentally disabled child.

(Severely and Multiply)

24. Add knowledge of sensitive ways to help parents to adjust their expectations for the developmentally disabled child to a realistic level (neither too high nor too low).

25. Add terminology associated with each kind of disability.

26. Add knowledge of how each team specialist can contribute to development of children with each kind of disability.

27. Add participation in physical therapy and occupational therapy training.

28. Add knowledge of handling disabled child in carrying, sitting and feeding.

29. Add knowledge of sensory development - tactile, olfactory, auditory, and vestibular stimulation.

30. Add knowledge of how to extinguish or capitalize on a particular behavior (behavior modification).

31. Add knowledge of how severely disabled cope, compensate, adapt, communicate, solve problems.

32. Add knowledge of concept of evolving and developing child.

33. (From Kathleen Austin) Add knowledge and skill in recognizing specific abnormal motor patterns, causes, and how to correct or not reinforce.

III. Summary of Responses to Section II. Caregiving Approaches

A. Evaluation One

1. Emphasize importance of problem-solving applied to individual children.

2. Add connectors to Bases of Child Growth and Development and to specific variances.

3. Add knowledge of methods for behavioral description of children.

4. Emphasize team approach.

B. Evaluation Two

(General)

1. (in 1-A-2-8) Add knowledge of acting within budgetary or monetary limitations and areas of program which are or are not adaptable or subject to compromis

2. Add knowledge and application of use of money and budgets as they apply to the planning and implementation of Caregiving Programs.

3. Add knowledge and skill to adapt and then implement Models of Early Child Education not only to meet the specific needs of a child based on developmental disabilities but also based on chronological age and/or general level of functioning of child.

4. Add interdisciplinary concepts (not cited).

5. Add Models of Early Child Education which emphasize physical and motor development and non-verbal communication.

6. Add knowledge and use of adaptive equipment which is prescribed.

7. Add knowledge of pre-speech and oral functioning.

8. Add knowledge of maladaptive or competing behavior of developmentally disabled child.

9. Add knowledge of Medical vs. Educational vs. Behavioral Models and how these can be used to aid the developmentally disabled child.

(Mild and Moderate)

10. Add knowledge of models for physical and non-verbal communication.

11. Emphasize importance of adjusting and individualizing plans to meet special needs of developmentally disabled child in terms of both curriculum and equipment.

(Severe and Multiple)

12. Same as 10 and 11 above.

13. Add knowledge of how to adapt the components of each Model to meed the needs of children with varying degrees of delay and handicapping conditions.

14. Add knowledge of models which serve both parent and child.

15. Emphasize Language Model and physical/motor development and care.

IV. Summary of Responses to III. Caregiving Curriculum

A. Evaluation One

1. Add knowledge, skills, adjustments for each specific disability.

2. Add major component on self-care skills.

3. Emphasize team approach.

4. Add statements on arranging accessible materials so as to encourage responsible use by children.

5. Add modification and adaptation of curriculum goals for children with different disabilities.

6. Add ability to adapt curriculum areas according to disability.

7. Add knowledge of specific equipment (e.g., relaxers, walkers, bolsters, etc.).

B. Evaluation Two (see especially Gail Meddaugh as attached)

(General)

1. Add knowledge of adapting from concepts of normalcy to specific needs dictated by specific disabilities (e.g., stimulate play).

2. Emphasize adapting curriculum for each disability.

3. Add knowledge of techniques for adapting curriculum.

4. Distinguish between teaching from specific to general vs. general to specific.

5. (PP. 33-4) Expand #2 to include art experiences (e.g., finger painting, sponge painting, collages).

6. (Gail Meddaugh, p. 4) Change bibliographical references.

7. (Gail Meddaugh, pp. 4 and 5) Numerous editorial changes - use if we rewrite.

8. Add experiences which are geared to non-verbal and infant children.

9. Add examples specifically geared to mental and physical grasp of developmentally disabled children.

10. Add statements of parameters on terms - mildly - moderately - severely - and multiply disabled.

11. Add major component on self-help skills; should comprise major part of curriculum.

12. Add statements derived from affective domain of teacher (e.g., "feeling" that an approach isn't working; "sensing" need for schedule change or adjustment of pace; "recognizing" upsets carried over from home; showing genuine love and patience and modeling these for parents; using and modeling a sense of humor - laughing together).

13. Add component on transfer of knowledge (e.g., circle can be part of a traffic light).

(Mild and Moderate)

14. Add activities geared to disabilities (e.g., rolling, hopping, turning head to light or sound, blowing, sucking on a straw, whistling, bringing thumbs together, finger plays).

15. Add section on care and respect of materials.

16. Add section on weather (very important).

17. Add knowledge of art as a therapeutic and expressive tool for muscle control, eye-hand coordination, etc.

18. Add knowledge of adapting art for visually impaired.

19. Delete making up dance steps.

20. Add major component on safety - should be #1 priority.

21. Add statements for adapting (*see Gail Meddaugh, pp. 2,3,4)for each disability.

22. Add major component on socialization including self-help, self-concept, and social interaction skills (*see Gail Meddaugh, pp. 2, 3 and 4).

23. Add major component to physical environment including modification of equipment and environment - space arrangement - time schedules - techniques - to meet needs of handicap.

24. Add component on knowledge of instructional materials, equipment, space and time needed for children with specific handicaps (see Meddaugh, p. 3,4).

25. Expand nature science to include environmental awareness and specifics on functioning in immediate environment.

26. Add major and specific section on safety.

27. Add section on hygiene.

(Severe and Multiple)

28. Add knowledge of language at receptive stage and techniques for stimulating vocal play.

29. Add component on teaching severely disabled adaptive process of responding to cues.

30. Add knowledge of levels of speech development, attention span, muscular skills, physical mobility, child's dependence on others according to disability.

31. Add knowledge of teaching basic skills - sitting down, holding a pencil, getting toilet paper off roll, how to roll over, how to put one finger up in the air, how to hold a hand, how to paste, how to distinguish from too hot or too cold, how to turn a wheel chair around - basic elemental, rudimentary skills.

32. Add specification of curriculum disabilities by kind and degree:

    a. Physical disabilities - cerebral palsy, visual impairment, auditory impairment, extremity deformities, spina bifida, etc.

    b. Mental disabilities - epilepsy, autism, echolalia, cerebral palsy, speech defects, etc.

V. Summary of Responses to Section IV. Self-Development and Human Relations

A. Evaluation One

1. Distinguish between skills easily acquired and those requiring extensive behavior changes.

2. Add knowledge of how to teach for major behavior changes.

3. Add knowledge of skills for each disability.

4. Add knowledge of alternative (to verbal) modes of communication.

5. Emphasize trust, value and respect of others.

6. Add knowledge of techniques for encouraging disabled child to communicate in a more mature and effective manner.

7. Add knowledge of technques to help parents use positive child management skills.

B. Evaluation Two

(General)

1. Add knowledge of concepts of accountability and responsibility.

2. Emphasize knowledge of leadership roles - styles.

3. Emphasize input to student regarding use of self in the processes cited through knowledge of - group dynamics and processes - leadership style and management - communication - decision making - conflict management - human needs as a part of self.

4. Add knowledge of communication in terms of - effective vs. ineffective communication - empathy vs. sympathy in helping relationship - cooperative, coperative, competitive, compromise, and collaborative behavior.

5. Add knowledge of learning environment for child, staff, parent, and self.

6. Add knowledge of stigma and stigma management.

7. Add knowledge of adaptive and maladaptive coping behaviors in child, staff, parents, self.

8. Add more specific and expressive examples.

9. Add concept of trainee modeling teacher.

10. Add basic references (see Hankerson, p. 6).

(Mild and Moderate)

11. Add knowledge for attitude learning - stigma, normalization, advocacy.

12. Add knowledge of development of child's self concept.

13. Add knowledge of adaptive coping for children under stress.

14. Focus more on knowledge of and attitudes toward lower socio-economic groups.

15. Add knowledge of limits on resources available to lower socio-economic groups.

16. Add knowledge of realities of above overwhelming and immobilizing families.

17. Add awareness of not stereotyping lower socio-economic families as "lazy," "uncooperative," etc.

18. Add ability to communicate in "plain English" to parents in lower socio-economic group who are more likely to be less educated and/or of limited intelligence.

19. Add knowledge of the culture and life experience of primary ethnic groups in a given area who are of low socio-economic status (e.g., locally - inner city Blacks and White Appalachians).

(Multiple and Severe)

20. Emphasize "how, what, where, and when" concepts of self help.

21. Emphasize knowledge of community resources.

22. Add knowledge of parent, self, child, staff needs for supportive relationships.

23. Emphasize values and human rights.

24. Add knowledge of the culture and life experience of primary ethnic groups in a given area who are of low socio-economic status (e.g., locally - inner city Blacks and White Appalachians).

*NOTE: A. Riemenschneider's response contained numerous criticisms and suggestions for deletions which should be read before any work is done on this section.

VI. Recommendations

Several decisions face the Project staff at this point in the work of the Project. The following statements will identify some of those decisions with the intent that they serve as the basis for discussion of finalization of the Project work. It should be noted that they are to some extent interdependent and not necessarily given in the order that they need to be considered.

1. Are we satisfied with the extent and content of the information gathered through evaluation?
2. If yes, what should be our next tasks?
3. If no, what other information do we want and how can it be obtained?
4. In either case, what time schedule do we need to follow to complete our tasks?
5. What division of labor among Project staff will be most helpful in completing tasks and meeting our time schedule?
6. What form do we want our final document to take?
   a. As is with addendum?
   b. Revised?
7. In either case, what tasks do we have to complete to finalize the document?
8. In what form do we want the remainder of evaluation data to be compiled and/or reported?

As first steps toward resolving these decision points, I make the following specific recommendations:

1. Project staff thoroughly discuss all eight points above before reaching a decision on any one.
2. Project staff work independently with the information compiled here, experimenting with how it might be extended, re-categorized, fit into existing document, or fit into an addendum.
3. Project staff meed to compare results, discuss, and try to reach final decisions on the points (1 - 8) above.

In the event that a decision is made to pursue more evaluation data, I recommend that we seriously consider meeting as a staff for one or more half days with one or more consultants. This should not be interpreted as a recommendation to seek more evaluation data.

Ms. D. Black has made the suggestion that, after step #3 on the previous page (p. 12), we invite X number of the most recent informants to spend some time (on a non-fee basis) responding to questions from the Project staff and elaborating verbally on their written responses.

Appendix C-1

University and School Requirements

4/74

Social Science Program
FAMILY AND CHILD DEVELOPMENT[a]

Name ______________________

Advisor ______________________

Date of entry into School of Home Economics ____

Date of admittance into Major ____________

Number of hours completed ____________

[a] Preschool teaching option

COURSE & NUMBER	Hrs	Gr	Qtr/Yr
NATURAL SCIENCE (15)			
Chem 101 or 201	5		
Chem 102 or 222	5		
Biology 100	5		
HUMANITIES (15)			
Group A (5-10)			
Group B (5-10)			
Art 190 or 290	3-5		
SOCIAL SCIENCE (29-30)			
Group A (5-11)			
Group B (19-25)			
Soc 201 or 101	5		
Soc 200 level	5		
Econ 100	5		
Soc 400 level	4		
ENGLISH 100	5		
PSYCHOLOGY 100	5		
PHYSICAL EDUCATION (3)			
Phys Ed 101			
UVC 100	1		
COMMUNICATION: ORAL AND WRITTEN (6-10)			
Comm 105 or 110	5		
Journal 101 or 555.02	3-5		
or English 301 or 305	5-3		

COURSE & NUMBER	Hrs	Gr	Qtr/Yr
HOME ECONOMICS (41)			
HEC 290	2		
M.H.&Eq. 327	5		
Food & Nutr. 310	5		
F&CD 360	5		
F&CD 362	4		
*F&CD (462)	3		
* F&CD (463)	2		
*F&CD 463A (Repeat)	2		
*F&CD 589.10	5		
F&CD 598 (W only)	2		
F&CD 663 (A only)	3		
F&CD 662 (W only)	3		
SUPPORTING COURSES (26)			
17 hrs. Psych; 9 hrs. Educ.			
(see reverse side)			
Psych 230	5		
Psych 550	3		
Psych			
Psych			
Psych			
Educ	3		
Educ	3		
Educ or Music or Comm	3		
**ELECTIVES to total 196 (45-50)			

* PRE-REGISTRATION REQUIRED AT LEAST 4 QUARTERS IN ADVANCE

** Includes University requirement of 12 hours of electives

Social Science Program
SUPPORTING COURSES

Choose 9 hours in Group I

Group I

Course & No.	Cr.	Prerequisites
Psych 340	3	9 hrs in Psych
Psych 530	3	10 hrs in Psych
***Psych 571	3	10 hrs in Psych
Psych 551	3	10 hrs in Psych
Psych 682	3	15 hrs in Psych

Choose 9 hours in Group II

Group II

Course & No.	Cr.	Prerequisites
**Ed E & MC 467	3	460*
**Ed E & MC 501	3	460 & permission of instr.
***Ed Excep 651	3	permission of instr.
***Ed Excep 652	3	651
**Ed 673	3	Senior (offered Sp & Su)
**Comm 250	3	
Music 270	3	permission recommended
Music 370	3	270, 271, or permission of Dr. Sexton
Music 271	2	permission recommended
Music 265	2	

SUGGESTED ELECTIVE COURSES

Course & No.	Cr.	Prerequisites
Anthro 200	5	Soph
Anthro 525	4	20 hrs allied subject or permission of instr.
**Health Ed 102	1	
Phys Ed 270	2	
Phys Ed 271	3	enroll Sp quarter only
**Soc Work 323	5	permission of instr.
Home Ec 314	5	10 hrs in Chemistry
Home Ec 413	4	310 and 314
Home Ec 230	2	
Home Ec 667	3	462, 463, and Permission

also 322, 320, 228, or 371

* Family and Child Development majors have been accepted with Home Ec 362

** Recommended for personnel in day care centers

***Recommended for teachers of retarded or developmentally delayed children

Note: Additional courses may be selected from Bulletin #3 with advisor's consent prior to scheduling. Courses completed before admission to F&CD and which are not equivalent to listed courses must be approved by the advisor and Division Chairman, and in some cases, by the F&CD faculty.

4/74

FAMILY AND CHILD DEVELOPMENT

The Family and Child Development Division is one of five divisions in the School of Home Economics. The function of the division is to prepare undergraduates to work with normal preschool children and their families or with individuals with a wide range of developmental disabilities.

The curriculum in Family and Child Development, in addition to required courses in Home Economics and in Family and Child Development, is built on supporting courses in Psychology, Sociology, and Education. The prime requisite for students electing this major is a genuine sustained interest in the welfare of individuals and their families. Establishing mutual relationships with parents is necessary if the home and school are to function effectively. A knowledge of the developmental pattern of individuals through the life span and its application in regard to guidance of activities and behavior is essential. Excellent health, stamina, initiative, ability to cooperate with staff and parents, respect for others, and friendliness are other personal essentials.

Preschool Teaching Option. One of the major purposes of the division is to prepare undergraduates for positions as teachers in preschools or nursery schools (half-day programs) and in child care or day care centers (all day programs) which are usually concentrated in the urban centers. In Ohio, preschool teachers are not certified. Family and Child Development majors do not have the many additional courses required by the State Department of Education for elementary or kindergarten teaching.

Developmental Disabilities Options

Teaching in classrooms for the young handicapped child. Through electing courses and practicums in developmental disabilities and mental retardation, the student may fulfill state requirements for teaching in the county programs for children with developmental disabilities. Students interested in this option with emphasis on infants and toddlers should contact Mrs. Ellen Nash, Room 315A, Campbell Hall, 422-7705. Students interested in this option with emphasis on preschool children should contact Mrs. Rebecca Blauser, 315A, Campbell Hall, 422-7705.

Home Training Consultant. The Home Training Consultant is an individual who works in the home to help children with developmental disabilities and their parents. This help may take many forms depending upon the needs of the client and the client's family. Graduates of this program, in addition to working as Home Training Consultants, are also certified to work in the county programs for the mentally retarded such as adult training and preschool programs. Because of limited resources, a selective admissions policy is being considered. A moritorium has been placed on enrollment until Summer, 1975. Students may apply to this option during Spring, 1975 for admission to the program in Summer, 1975. Students interested in finding out more about the program should contact Mrs. Sherri Linhart, Room 315B, Campbell Hall, 422-7705.

Priorities for Freshman and Sophomores

PROGRAM: Social Science

MAJOR: Family and Child Development(a)

FRESHMAN YEAR

(1) English 100 must be completed during the freshman year. It may be scheduled any quarter. (5)

(2) Physical Education* 101 is required and must be scheduled each quarter until three quarters of credit have been earned. (3)

(3) UVC 100 is required of all freshmen and must be scheduled the first quarter of enrollment. (1)

(4) Chemistry 101-02 or 121-22. See section on Chemistry Placement in Advisor Packet. (10)

(5) Biology 100 may be scheduled any quarter. (5)

(6) Psychology 100 may be scheduled any quarter. (5)

(7) Communication 105 or 110. (5)

(8) BER-Humanities. Art 190 is recommended. (3)

(9) BER-Social Science. Economics 100 may be scheduled any quarter. (5)
Sociology 101 may be scheduled any quarter. (5)

(10) Electives. (5-7)

SOPHOMORE YEAR

(1) Freshman priorities (1) through (10) if not already completed.

(2) Home Ec 290. Home Economics as a Profession is required unless HEC 590 is taken. (2)

(3) Psychology 230. The prerequisite is Psychology 100. (5)

(4) Sociology 200 level. Sociology 101 will fulfill the prerequisite. (5)

(5) Major or Supporting Courses. (10)

(6) BER-Social Science. Group A. (5)

(7) BER-Humanities. (5)

(8) Electives. (3-5)

(a) Includes options for preschool teaching and the Home Training Consultant.

* Not required of students who complete at least 48 credit hours in UVC-LMA, MNS, MRN, and NWK.

Appendix C-2

Descriptions of Seminars and Practicums
Developed for Academic Year 1974-75

COURSE DESCRIPTIONS

HW 793.10 U 2 Hours

GROUP STUDIES
A.
Pereq: permission of instructor
Repeatable to a maximum of 15 hours.

Practicum with young children with Development Disabilities; to be taken concurrent with HE 794.10 Pramschufer

HE 794.10 U 3 Hours

GROUP STUDIES
A.
Prereq: permission of instructor
Repeatable to a maximum of 10 cr. hrs.

Curriculum Planning Etheridge

HE 793.10 U 2 Hours

GROUP STUDIES
W.
Prereq: permission of instructor
Repeatable to a maximum of 15 cr. hrs.

Practicum with young children with physical handicaps and their families.

Allied Medicine 693 U 3 Hours

GROUP STUDIES
W.
Prereq: permission of instructor

Seminar on the physically handicapped young child. Allen and Pramschufer

HE 589.10 U 5 Hours

Sp.
Prereq: permission of instructor

Field Work with young children with developmental disabilities and their families.

Appendix C-3

Sequence of Courses and Practicums Developed Throughout the Entire Experimental Phase of the Project

QUARTER	COURSES AND PRACTICUMS	
Autumn 1973	294.10	Introductory Experience with Young Children with Developmental Disabilities
	2 Hr	Seminar in Developmental Disabilities
	3 Hr	Practicum
Winter 1974	593.10	Practicum with Infants and Toddlers (2 Hr)
	594.10	Infant and Toddler Growth and Development (3 Hr)
Spring 1974	462	Nursery School Activites (3 Hr)
	463	Nursery School Practicum (2 Hr)
Autumn 1974	793.10	Practicum with Young Children with Developmental Disabilities (2 Hr)
	794.10	Infant and Toddler Curriculum (3 Hr)
Winter 1975	793.10	Practicum with Young Children with Motor Disabilities (2 Hr)
	694.09	Motor Development (3Hr)
Spring 1975	589.10	Field Work (8 Hr)

Appendix C-4

Syllabus

Home Economics 793.10

Activity for Early Training Class: Week 1, Oct 1 - Oct 4th

CPB Students 10/1/74 - 10/4/74

Objectives Wk 1

1. Meet the children.
2. Familiarize yourself with areas in the room.
3. Prepare a needs assessment (see objective, week 2).
4. Assist teacher in formal child assessments if assessment tool is ready.
5. Act as support to teachers during lunch and circle time.

Activity for Early Training Class: Week 2, Oct. 7 - 11th

For the next two weeks we will ask you to prepare a "needs assessment" on each of the children. In order to do this you will need to:

1. Define the following terms:

    a. Coordination

    b. Cognition

    c. Receptive language

    d. Expressive language

    e. Locomotion

    f. Socialization

2. Write a paragraph describing each of the children's development in the areas listed above. Base your descriptions on your classroom observations or work with the children.

3. Follow your descriptions with a sampling of activities you would choose to foster the child's development in the different areas.

This should be given to Marilyn by October 15th.

Activity for Early Training Class: Week 3, October 15th - 18th

1. During these four days, you will need to look at each of the children in the areas of eating skills and attention span.

2. The classroom teacher has set performance goals for the children in these areas at:

    a. attention span: a 10 minute time period of attention to one task (other than eating

    b. eating skills: totally independent eating (not to include helping one's own plate, pouring milk, or disposing of dishes)

3. Write a brief paragraph on each child in both areas, describing his or her present functioning in these areas. Again, base your descriptions on your classroom observations or work with the children.

4. After you have described present functioning levels, list sequential steps you would go through toward reaching the goals of a ten minute attention span and independent feeding. If you would use any special or adapted utensils, include reference to them.

5. List any resource materials or people you consulted in helping you define steps toward meeting goals.

6. Please give to Marilyn by October 21st.

NOTE: Remember that you can utilize all staff members within the classroom as resources, especially the O.T. and P.T. , who may be able to give you some information about feeding techniques used with physically handicapped children.

Also, the goal for Leon in the area of eating skills cannot realistically be independent eating. Goal can be defined as "more efficient" eating. This includes such things as swallowing, use of adapted utensils, ways to decrease the amount of time a staff member spends feeding him.

Part 2
(beginning Wk 4)
Part 3
(beginning Wk 7)

General Outline of Practicum Experiences in Early Training Classroom During Remainder of Fall Quarter

1. Week 3: Activity on eating skills and attention span is due Oct. 21st. It is intended that in your future dealings with the children wyou will remember steps you listed and that they will be helpful to you during lumch time and morning activities.

2 Information and dates found below are subject to slight revision and will definitely be more fully explained to you before you begin.

2. Week 4: October 21-25
   Week 5: October 28- November 1
   Week 6: November 4-8

   These three weeks will require little, if any outside work and will mainly involve experience with implementing daily activities planned by Ellie and staff and recording the results of these activities. Breifly, Ellie plans to have by this time identified two areas of need with each child and planned activities to promote progress in these areas. You will rotate in doing these activities and will be able to work with all children. Ellie will explain methods of charting results to you when we begin this.

3 3. Week 7: November 11-15
   Week 8: November 18-22
   Week 9: November 25-29
   Week 10: December 2-6

   Weeks 7,8, and 9 will be spent in concentrating on skills a head teacher needs. We ill spend some time on practicing each of Ellie's roles as head teacher. During the 10th week, you will each participate oneday as head teacher, in Ellie's absence.

Activities for Early Training Class: Weeks 7,8,9 & 10:Nov. 12 - Dec. 6

During the remainder of the quarter you will be exploring, practicing and actually assuming the roles and responsibilities of head teacher in an Early Training Classroom. The main objective is not so much to "test" your abilities to perform the tasks of the classroom teacher (although you are being asked to do this), but to give you the opportunity to do some serious thinking about how you will structure, operate and direct your own classroom and those who will work with you in the future.

In addition, we hope to increase your awareness of the rather "schizophrenic" duties of a head teacher. This usage of the word is meant to describe the responsibility of the teacher to not only work individually with children, but to give students or volunteers guidance, to coordinate, supervise, and be cognizant of all activities in your classroom at all times.

Week 7: November 12-15th

(Since this is a shortened week in the classroom, some allowances will be made to give you time to do some planning and there may be some overlap of activities into the following week.)

This week you will be concentrating on activities which usually take place during the first half of the morning, generally from 8:30 to 10:00. In addition, some of the responsibilities of the head teacher are all morning duties, so you will look at half of those this week and the remaining half next week.

Ellie has defined those duties which she feels are a part of a head teacher's role. They are listed below, with any explanations and instructions necessary.

1. Being present during the open classroom period (before any children arrive) from 8:15 to 8:30. Ellie uses this time to organize her plans for the day, make special note of what group or individual activities she wants to do with each child and in general set up the physical classroom for the day. This means that on at least one day next week each of you will have to arrive at Nisonger by 8:15 A.M.

   For organizing this procedure, the foolowing schedule can be used:

   Wednesday, Nov 13th: Rona
   Thursday, Nov. 14th: Jan and Sally
   Friday, Nov. 15th: Barb
   Wednesday, Nov. 20th: Dee Dee

2. Watching, taking off coats and interacting with children who come early. This takes place from 8:30 to 9:00. On the day scheduled above for you to come early, you will also do this.

3. Getting children out of cars, bus and aiding in coat removal. You have all done this before, but this time, you are the head teacher. Give some thought to: Who stays in the classroom with other kids while you do this? Is your time utilized most efficiently if you wait on the bus, etc., or should students or volunteers do this?

4. Supervising and conducting circle time. It will be your responsibility to organize this time. The following schedule will be followed:

   Wednesday, Nov. 13th: Rona
   Thursday, Nov. 14th: Jan
   Friday, Nov. 15th: Barb
   Tuesday, Nov. 19th: Sally
   Wednesday, Nov. 20th: Dee Dee

5. Do Physical Therapy exercises with Leon for 15 minutes, between 9 - 10:00. You all have all received copies of these exercises, but it would be advatageous to ask Ellie to direct you in doing them one day this week. It is your responsibility to arrange this with her on a day when no other student is doing it. (Dee Dee can arrange for Ellie to wait until 10:00 or repeat exercises one day.)

6. Clean up and/or change Tony C.'s clothes if necessary.

7. Observe others working in the classroom; see that activities done with children are appropriate and suitable for each individual child. During the hour from 9-10:00, gross and fine motor activities are the area of concentration in this class. This week, concentrate on devising new activities for the children which are appropriate for each child's individual level of functioning in both gross and fine motor areas. It is extremely important that you be aware of what others are doing with the children. You must be able to give aides or volunteers directions or suggestions or information about the children. Remember, too, that others working in your classroom may need some positive reinforcement for their efforts at times.

Week 8: November 18-22

This week, you will be concentrating on activities which take place during the latter half of the morning, from 10:00 to 11:30. Some all day duties are also included.

Below are listed those tasks Ellie sees as being important during the above time:

1. Concentrate on your individual activities with the children while also observing others' activities in the classroom. From 10:00 - 11:00, the major activity focus in the classroom is language. Concentrate on formulating new and refining your previous language activities with each individual child. One of the constant duties of a head teacher is to devise new activities to foster the same development, both to keep the child's interest and to avoid any boredom on your own part.

2. Be especially aware of your own verbal interactions and disciplinary measures with the children at other times. Are the children being praised for appropriate things? Is time-out being used effectively when necessary? What are the various techniques used (both your own and others) to discipline? How will you structure your own classroom procedure in this area and most importantly, how will you convey these procedures to co-workers or volunteers.

3. Do pre-lunch exercises with Leon. It will be necessary for you to arrange a time just prior to lunch to work with Ellie on these exercises. We would prefer that you do them with Ellie aiding you, rather than just observe them being done, since you will be responsible for doing them during the last week of the quarter.

4. Feed Leon. Again, do this when Ellie is available to help you. Lunchtime is a tension-provoking time for Leon, as well as whoever feeds him. Ellie feels she has learned a great deal about Leon during the past 7 weeks, so be sure to utilize her this week. She may not be available on the day when you take over as head teacher.

5. Get Leon's coat on and take him to the bus.

6. Room clean-up after children leave. This may make it necessary to stay later than 11:30. If you have a 12:00 class, arrange to stay at least one day when you do not.

7. In addition, check on and consider the following:
   - (a) Where are the fire exits for Nisonger, and specifically, for the Early Training Class? What would be your procedure if you heard the fire bell or if there was a fire in your classroom?
   - (b) What procedure is followed in case of serious injury in the classroom?
   - (c) Where are first aid supplies?
   - (d) Where are names and phone numbers of parents?

Week 9: November 25-29

During the past two weeks, you have had the opportunity to participate in most of the duties and roles of a head teacher in this classroom. This week you will have two additional things to do:

1. Add a new group activity to the classroom. This can be in any area you wish. Ellie is willing for you to try anything and to exchange roles with you while you conduct the activity. Try to include all children, even if some have only passive participation.

   For Ellie and Tina's benefit, please write this up in lesson plan form and fully explain your objectives and procedure to them before beginning. Since you will be leading the activity, it will help them to cooperate and aid you, if they clearly understand what you intend to do.

2. Compile a detailed schedule of the day during the following week when you will function as head teacher. Although realistically as head teacher in your own classroom, you will not do this daily, you will initially need to do so to clarify to others what your procedure and routine will be.

   Include in this report:
   (1) Approximate time schedule of events.
   (2) What you yourself will do during the morning, as well as what you expect others to be doing.
   (3) Descriptions of any new activities (include time in #1) you will be adding to classroom procedure that day (if your new activity for this week was successful you might want to add it or substitute it with another).
   (4) A narrative on disciplinary procedures you wish to be followed.
   (5) Any specific instructions you have for co-workers concerning methods for dealing with each specific child (i.e., Stacy, when requiring verbalization, etc.)
   (6) Notation of procedure you would follow in case of fire, serious injury or illness in one of the children.

   Please give one copy of this to Marilyn on Monday, Dec. 2 and a copy to Tina on the day you will function as head teacher.

Week 10: December 2-7

Please refer to the following schedule to determine which day you will function as head teacher in the Early Training Classroom:

Monday, December 2 - Dee Dee

Tuesday, December 3 - Sally

Wednesday, December 4 - Barb

Thursday, December 5 - Jan

Friday, December 6 - Rona

Remember:

1. On the day you participate as head teacher you will need to perform all the previously practiced roles. You will need to come early and stay for clean-up.

2. To give Tina a copy of your schedule on your day.

3. Ellie will, for the most part, not be in the classroom on these days. She will be available if you need to consult with her, however.

4. Tina will continue to perform her job as assistnat in the classroom, but will be aware of your assumed role. In addition, the other Competency Program student in the room with you will be assuming the role of a new volunteer in the classroom and you will need to spend some time orienting her or giving her guidance.

5. You will not participate in assessment of children even if you are scheduled to do so on your day. Redirect other workers to help those conducting assessments.

Sally - you will need to incorporate the half hour in the gross motor room into your Tuesday schedule and plan.

Supplement to Weeks 9 and 10

Because of concerns voiced by the students over organization of time during the classroom period and a feeling of confusion over the lack of structure, the following weekly schedule of time was given to students at the beginning of the ninth week of the quarter. In addition, again as a result of feedback from the students, they were given current copies of each child's progress chart based on assessment results and some revisions were made in the assignment for Week 10. (See below)

Things to note about assignment for Week 10:

1. On days when you or another student are adding a new group activity, you will suspend your regularly scheduled individual activities for the duration of the activity. It would be helpful if you could start the group activity on the hour, quarter hour or half hour, so you will not interrupt some one else's 15 minute block in the middle.

2. On Tuesdays, if the class is still in the gross motor room when language activities are scheduled to begin, you need to ask Ellie if she prefers that you bring language materials with you to the gross motor room or if you should take individual children back to the regular classroom with you.

3. Jan- on Monday, on your make-up day, you are not figured into the schedule, so you need to serve as support for other students or staff during their scheduled activities. Barb has some times when she is scheduled to work with 2 kids at a time - perhaps you two can split these.

4. If Cindy asks you to help with assessment, do so, suspending scheduled activities. You shouldn't do this more than once a weeks, however. During Week 10, you will not need to help with assessments.

5. When you make up your schedule for Week 10, you are only responsible for planning when and in what area you and Tina will work with kids. Other students' activities can be copied from the schedule sheets. In any classroom you cannot account for every child every minute of the day unless you have nine kids and nine adults. This is impossible here, so don't be discouraged if a child is not worked with during a 15 minute time block - they need time to do some solitary exploring.

Appendix C-5

Syllabus

Home Economics 794.10

SEMINAR ON INFANT AND TODDLER CURRICULUM AND PLANNING

General Assignments and Expectations:

1. Attend class
2. Read all assigned readings
3. Participate in class discussion
4. Turn in all special assignments on time.
5. Complete a C & I and a Reading Abstract Card each week.
   - A. C & I Cards: C & I stands for creativity and insight. Select some thought, reading passage, comic strip, something someone said, etc. that particularly caught your attention and made you stop and think, gain a new perspective, or stimulate you to do something new. On a 5"x8" card describe the stimulus (i.e., what caught your attention) and explain or discuss what the stimulus meant to you. The only limitation is that the C & I cards must in some way relate to infants and toddlers or their families, programs, societal views, etc.
   - B. Reading Abstract Cards: Select and read a journal article, book, book chapter, monograph, or project final report that relates to the topic discussed each week. The material read must be in addition and other than the weekly class reading assignments. On a 5"x8" card abstract the article. Make sure you give a complete bibliographic reference, abstract the article, and react to the article or some aspect of the article.

6. Select one of the project final reports Dr. Etheridge has in his office. If you have access to other project final reports you may use them. The only limitation is that the project must have been an infant and toddler intervention project for children at risk or with a handicap. Read the report. Pay special attention to the curriculum--underlying assumptions, theoretical basis, content areas, materials, role of teacher, role of child, use of space and time, delivery system, and effectiveness. By the end of the 5TH WEEK OF CLASSES, you should turn in a 5 to 10 page paper which describes each of the above mentioned aspects of the project reviewed. The last section of the paper should be your reaction to, or, thoughts about the project you reviewed.

WEEK 1

Tuesday

Introduction:

1. Welcome
2. Have students fill out class schedule cards.
3. Discuss practicum and assign students to practicum times. Must sign up for two mornings (9:00 a.m. - 11:30 a.m.) per week. Two students must sign up for each day and no more than three students

may sign up for the same day. Ms. Pramschufer will be responsible for the 793.10 practicum. Check with Ms. Pramschufer to find out the particulars regarding the practicum.

4. Discuss student expectations or desired outcomes for the course.
5. Assignment Read--
   - A. Alpern, Gerald. MCARC Curriculum Activities Guide. pp. 1-14.
   - B. Fraiberg, Selma. The Magic Years. pp. 3-27.
   - C. Gordon, Ira. Baby Learning Through Baby Play. pp. 2-5.
   - D. Painter, Genevieve. Teach Your Baby. pp. 1-55.
   - E. Provence, Sally. Guide for the Care of Infants in Groups. pp. 1-18.
   - F. Tronick, Edward and Patricia Greenfield. Infant Curriculum. pp. 1-50.

Thursday:

1. Define: curriculum, curriculum plan, curriculum planning and curriculum guide.
2. Discuss basic assumptions underlying curriculum planning.
   - A. Quality in the educational program has priority.
   - B. The curriculum itself must be dynamic and ever changing as new developments and needs in our society arises.
   - C. The process of curriculum planning must be continuous
   - D. No master plan will serve all schools.
   - E. Many individuals participate in curriculum planning.
   - F. Procedures of curriculum planning vary from system to system, from school to school, and from classroom to classroom; but they are logical, consistent, and identifiable in each situation.
3. Process of Curriculum Planning
   - A. Duplicate and handout for discussion Figure 1: A Model of the Process of Curriculum Planning from Saylor, J. Galen and William M. Alexander. Curriculum Planning. p. 7
   - B. Also duplicate Figure 2: Decision Making in Curriculum Planning. Ibid. p. 18.
   - C. Utilize handouts as basis for discussion
4. Forces Affecting Curriculum Decisions:
   - A. National Curriculum Projects
   - B. Tradition
   - C. Accredation and/or licensure
   - D. College and Universities
   - E. Public Opinion
   - F. Special-interest groups
   - G. Authors and Publishers
   - H. Critics of education
   - I. Testing programs
   - J. Research
   - K. Foundations.
   - L. Education profession
   - M. Personal knowledge, interest and attitutes.

WEEK II

Tuesday

1. No curriculum is teacher proof.
2. The teacher in the program for the infant and toddler is the key to a good program.
3. Role of the teacher
    - A. What kind of children do we want?
        - a. Values are the guides we use to determine how to behave in certain situations.
    - B. Style of Teaching
        - a. Theoretical basis of curriculum model.
        - b. Match between teacher's beliefs and personality and the teaching strategies dictated by a give curriculum model.
        - c. Knowledge of and belief in the curriculum being employed
        - d. Clarified feelings about:
            - Discipline--Some rules of thumb are:
                - 1. Consistency--
                    - If many teachers, make sure everyone agrees on style.
                    - Avoid mommy-daddy bind between teachers.
                - 2. Must be visible and gotten over with quickly
                    - Removal from situation (Crisis).
                    - Avoidance of conflict situations.
                    - Teaching new strategy.
            - Aggression--Some rules of thumb:
                - Task too difficult
                - Too many children for space
                - Insufficient number of toys
                - Boredom
                - Restriction of movement--(sitting still to long, etc.)
        - e. Provide child with things and people to learn from.
4. Assignment Read:
    - A. Stedman, D., et al. How Can Effective Early Intervention Programs be Delivered to Potentially Retarded Children. Report to Secretary, HEW, October 1972.

Thursday

1. Handout Spodek's "A Framework for Analysis". Use Spodek's eight elements of an early childhood program as a basis for discussion. Make sure students understand each element.
2. Assign students to work as a group and use Spodek's "Framework for Analysis" to analyse their practicum site, Nisonger Center Early Childhood Training Class. Due by the end of the THIRD WEEK.

WEEK III

Tuesday "The Use of Time"

1. Program schedules
    - A. Types of schedules (plans)
        - a. Yearly
        - b. Unit
        - c. Daily
        - d. Individual child
    - B. Schedule Format
        - a. Topic
        - b. Purpose
        - c. Objectives--state with clear outcomes
        - d. Activities
        - e. Materials
        - f. Special Notes or considerations

Thursday "The Use of Time Continued"

2. Ways of Temporally Organizaing a Day
    - A. Sequential temporally fixed activity periods or classes. Clock dictates beginning and ending of activities.
    - B. Open or Flexible. Children free tc select activities: Opening, closing, and meals usually only fixed or required points of change for all children.
    - C. Block time--Large blocks of time assigned to various types of activity. Children may or may not self select within time blocks.
3. Advantages and disadvantages of each way of organizing time.
4. Importance of knowing how parents schedule child's time at home--i.e., demand vs. fixed feeding schedules, family routine, regularity of interaction periods with child.
5. Importance of flexibility when planning a program for infants and toddlers
6. Importance of:
    - A. Maintaining parents as significant others. Do not denigrate parents.
    - B. Decreasing separation anxiety
    - C. Establishing some predictable or regular events for the child's day.
    - D. Utilize the surroundings
    - E. Quite and active periods
    - F. Individual child differences
7. Assignment: Read
   Tronick and Greenfield. Infant Curriculum. pp. 51-117.

I. Assignment: Design a schedule for a child
    - A. Design one half day, 9:00 a.m. - 12:00 a.m.
    - B. Design one full day, 7:00 a.m. - 5:00 p.m.

WEEK IV

Tuesday "The Use of Space"

Consideration when planning space:

1. Legal & licensing requirements: County (Local) and State
2. Fire, health, and safety requirements: County (Local) and State
3. Fixed outlets in room
    - A. Doors
    - B. Windows
    - C. Restrooms
    - D. Water
    - E. Electrical
4. Assignment: Read
    - A. Cherry, Harkness, and Kuzma. Nursery School Management Guide. pp. 33-51, 223-291.
    - B. Molloy. Trainable Children. pp. 26-27.
    - C. Hildebrand. Introduction to Early Childhood Education. pp. 49-65.
    - D. Honig and Lally. Infant Caregiving. pp. 161-181.
    - E. Leeper, Dales, Skipper and Witherspoon. Second edition: Good Schools for Young Children. pp. 129-150.

Thursday "The Use of Space Continued"

1. Pathway Pattern
    - A. Floor space
    - B. Location of fixed outlets
    - C. Location of fixed equipment.
    - D. Arrangement of play areas.
2. Activity Areas
    - A. Need for water, electricity, light.
    - B. Noise
    - C. Mess Factor
    - D. Movement factor
    - E. Nearness to materials, supplies, clean-up.
3. Assignment: Read
    Kritchevsky. Space. entire monograph.

WEEK V

Tuesday "The Use of Equipment"

1. Available Equipment
    - A. Variety--number and what kind of equipment.
    - B. Complexity--What all a piece of equipment can be used for.
2. Desired Equipment
    Review suggested minimum equipment list found in:
    - A. Honig & Lally. Infant Caregiving.
    - B. Tronick & Greenfield. Infant Curriculum.
    - C. Keister. A Demonstration Project: Group Care of Infants and Toddlers.
    - D. ________. Day Care 2: Serving Infants; Child Development.

3. Assignment: Read
    - A. Forrester, Betty J., G. P. Brooks, B. M. Hardge, and Doris D. Outlaw. Materials for Infant Development.
    - B. Griswold, Patricia. A Program Outline for Parents and Their Children, Ages 3 Months to 3 Years Having Cerebral Palsy.
    - C. Lowell, Edgar L. and Marguerite Stoner. Play It By Ear: Auditory Training Games.
    - D. Segner, Leslie and Charlotte Patterson. Ways to Help Babies Grow and Learn: Activities for Infant Education.
    - E. Upchurch, Beverly. Easy-to-Do Toys and Activities for Infants and Toddlers.
    - F. _________. Please Help Us Help Ourselves.
4. Assignment:
    - A. Due Thursday and be prepared to explain to class
    - B. Design a classroom. Make sure you specify how space and equipment will be used. Draw a floor plan.

Thursday

Each of the students presents classroom they designed. Class discusses use of space and equipment. Each classroom design is evaluated by class according to Kitchevsky's scheme for evaluating space and equipment.

WEEK VI - IX

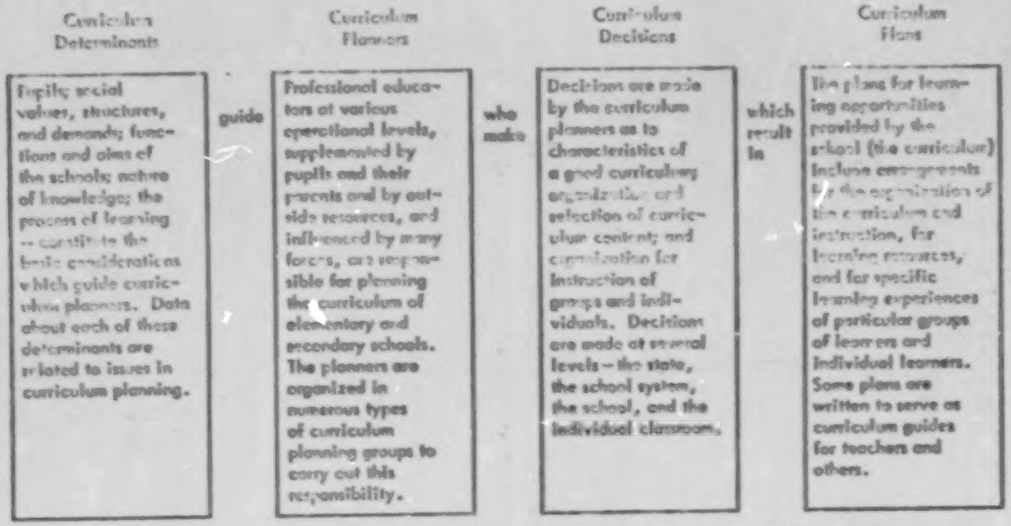
This four-week time block is devoted to a close analysis of the DDIEOP curriculum. Each of the students will be assigned one of the curriculum content areas. All activities within the area are to be explained and demonstrated. The style of teaching the activity as well as what to do will be stressed. Alternate ways of doing the activity and alternate activities should be suggested. You may use a doll or one of your classmates to help demonstrate activites. Suggest how the activity may have to be modified to accommodate an orthopedically or non-ambulatory child.

WEEK X

This week will be devoted to an analysis of issues surrounding infant and toddler curriculum and programs. Issues will be those of primary concern to students. The purpose will be to pull the seminar together into a functional whole for the students.

Handouts:

1. Model of the Process of Curriculum Planning
2. Decision Making in Curriculum Planning
3. A Framework for Analysis



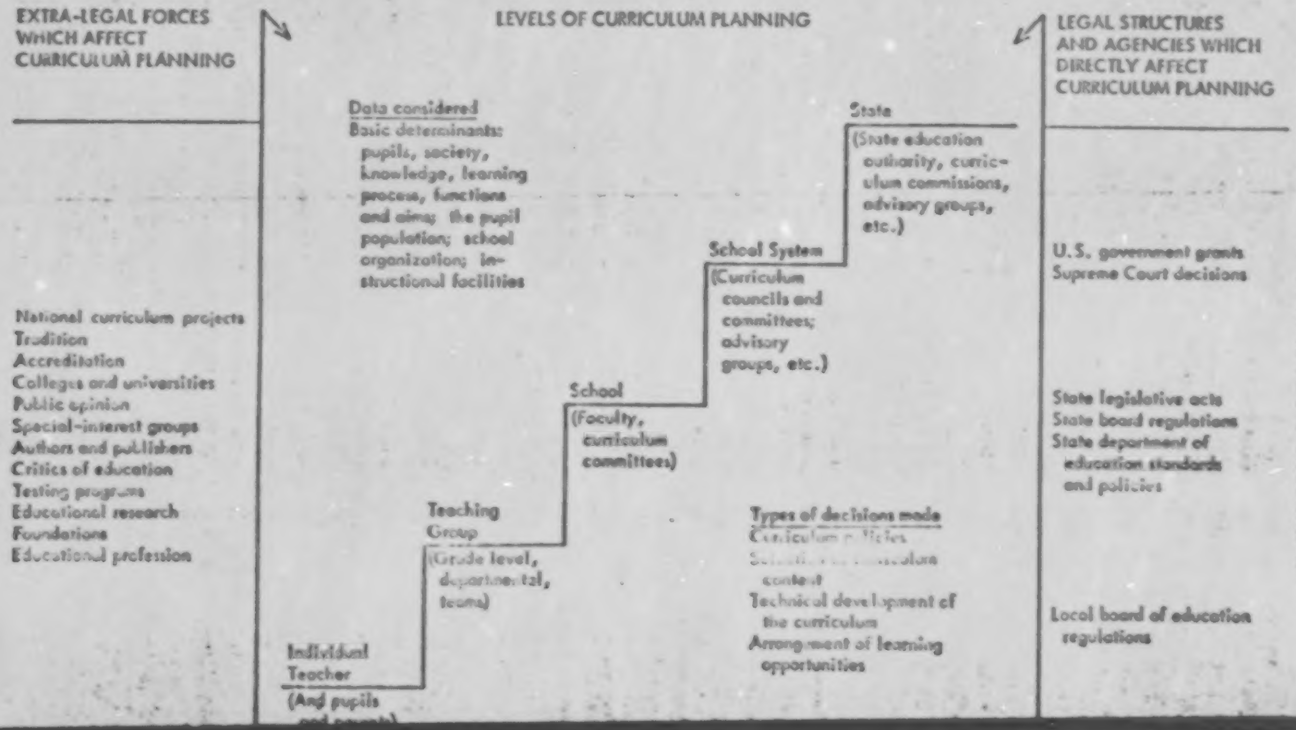
Pupils; social values, structures, and demands; functions and aims of the schools; nature of knowledge; the process of learning -- constitute the basic considerations which guide curriculum planners. Data about each of these determinants are related to issues in curriculum planning.

Professional educators at various operational levels, supplemented by pupils and their parents and by outside resources, and influenced by many forces, are responsible for planning the curriculum of elementary and secondary schools. The planners are organized in numerous types of curriculum planning groups to carry out this responsibility.

Decisions are made by the curriculum planners as to characteristics of a good curriculum; organization and selection of curriculum content; and organization for instruction of groups and individuals. Decisions are made at several levels—the state, the school system, the school, and the individual classroom.

The plans for learning opportunities provided by the school (the curriculum) include arrangements for the organization of the curriculum and instruction, for learning resources, and for specific learning experiences of particular groups of learners and individual learners. Some plans are written to serve as curriculum guides for teachers and others.

Figure 1: A Model of the Process of Curriculum Planning


EXTRA-LEGAL FORCES WHICH AFFECT CURRICULUM PLANNING
National curriculum projects
Tradition
Accreditation
Colleges and universities
Public opinion
Special-interest groups
Authors and publishers
Critics of education
Testing programs
Educational research
Foundations
Educational profession
LEVELS OF CURRICULUM PLANNING
Data considered
Basic determinants: pupils, society, knowledge, learning process, functions and aims; the pupil population; school organization; instructional facilities
State
(State education authority, curriculum commissions, advisory groups, etc.)
School System
(Curriculum councils and committees; advisory groups, etc.)
School
(Faculty, curriculum committees)
Teaching Group
(Grade level, departmental, teams)
Individual Teacher
(And pupils
Types of decisions made
Curriculum policies
Selection of curriculum content
Technical development of the curriculum
Arrangement of learning opportunities
LEGAL STRUCTURES AND AGENCIES WHICH DIRECTLY AFFECT CURRICULUM PLANNING
U.S. government grants
Supreme Court decisions
State legislative acts
State board regulations
State department of education standards and policies
Local board of education regulations

A FRAMEWORK FOR ANALYSIS

1. Assumptions - The basic "givens" of a program.

    1.1 Assumptions about the client. How does the program conceive of the child and of childhood? Are parents considered clients as well?

    1.2 Assumptions about the educative process. Are there specific theories of learning or of instruction underlying the program? Are they related?

    1.3 Assumptions about the school. Is the school conceived of as a broad social agency or as narrowly concerned with limited learnings?

    1.4 Assumptions about the teacher. Is the teacher considered as an instrument of the program or is she a major decision maker?

2. Goals of the program - The purposes of the program.

    2.1 Long-range goals. What long-range objectives are to be achieved?

    2.2 Short-term objectives. Are immediate objectives stated?

    2.3 Relationship between the two. Are long- and short-range goals consistent?

    2.4 Degree of specificity of objectives. Are objectives stated as observable behavior? Are objectives stated in other ways?

3. Curriculum - The content of the program.

    3.1 Range of content of the program. Is the program broadly or narrowly conceived?

    3.2 Sequence of learnings or experiences. Is a specific sequence prescribed?

4. Method - The teaching strategies used.

    4.1 Child-child transactions. What is the nature of the child-and-child transaction behavior?

    4.2 Child-teacher transactions. What is the nature of the child-and-teacher transaction behavior?

    4.3 Child-materials transactions. What is the nature of child-and-material transaction behavior?

    4.4 Explicitness of prescriptions. How explicitly are these transactions prescribed?

5. Style - The degree of personalization allowed in teaching the program.

6. Organization - The way in which elements are put together.

    6.1 Scheduling. How is time used?

    6.2 Spatial organization. How are resources deployed?

    6.3 Grouping of children. Are children grouped in some specific manner in the program?

    6.4 Use of staff. What kinds of staffing patterns are suggested?

7. Effectiveness.

   7.1 Achievement of goals. Is there information about the degree to which the program can achieve its goals?

   7.2 Comparisons with other programs. How does the program compare with other available programs?

8. Practicality.

   8.1 Cost of program. How much does the program cost to implement?

   8.2 Staff requirements. How many staff members are needed? What sorts of qualifications are required?

   8.3 Space requirements. How much space is needed?

   8.4 Materials requirements. What kinds and quantities of materials must be used in the program?

   8.5 Availability of supportive resources. Are the necessary materials availab Are resource materials and persons available to support the program?

The assumptions upon which a program is built in many ways represent the philosophy of the program. They identify a conception of school or teacher and of child or parent that has led to the development of a specific curriculum and methods of instruction. Underlying each program are statements about education, learning and, possibly, the relationships of experience to development. The goals of the program are derived from the purposes ascribed to education by the developer. Often these are related to larger goals of a society or segment of society. They are also the outgrowth of assumptions which, by determining what results are worthy, help to set goals.

The curriculum of a program relates to the range of encounters to which a child may be exposed and how these encounters might best be ordered. The method used in a program describes the relationships and the nature of transactions that take place within these encounters. These transactions might be between the child and other people, or between the child and objects. In all programs the acceptable range of transactions is prescribed either broadly or narrowly.

Styles of teaching may also be more or less specified for a program. The degree to which an individual teacher may vary his method may be a function of the way in which style is prescribed. All programs require that the various elements, physical and ideational, be put together somehow. Time, space, materials, and personnel may be allocated differently in various programs. This is identified as organization.

The final two elements in the above framework relate more to the implementation of programs than to the program models themselves. If an educator is judging programs and wishes to choose one for implementation, he would want to know something about how effective such a program has been when implemented before. Can it achieve its goals? Are these goals achieved as well by one program as by others? Unfortunately such information is not always available. As a matter of fact, there is no way of determining the effectiveness of a program until it has been implemented for a considerable period of time and, even then, judgments may result from the nature of the implementation rather than the model itself.

There are also practical considerations in deciding to implement a program. Can it be done? Are there support systems? Can properly trained staff be hired and equipment procured? Will the costs be reasonable? All these issues are important ones for anyone selecting a program but are outside of the range of this book.

Appendix C-6

Syllabus

Home Economics 793.10 (Practicum)

Allied Medicine 693 (Seminar)

Seminar on the Physically Handicapped Young Child - Winter 1975

Week 1:

√ Monday, January 6th Time and Place: Campbell 145, 9 A.M.

Orientation to and explanation of seminar and practicum experience this quarter.

Assignment to be read by January 13th:

1. The Exceptional Infant, ed. by Hellmuth
    a. "Neonatal and Infant Reflexology" - Taft and Cohen, pp. 81-118
    b. Look at pp. 127-130 - Reflexes of the Newborn
*2. A Developmental Approach to Casefinding, Haynes - pp. 11-38
3. Motor Development - Espenschade and Eckert
    a. Ch. VI - "Motor Behavior of Infants", pp. 78-102
    b. Ch. VII - "Motor Behavior in Early Childhood:, pp. 103-136

Thursday, January 9th Time and Place: Nisonger 169, 9 A.M. (same throughout the quarter)

Program orientation to both seminar and practicum, assignment of children to students, information about the children.

Week 2:

Monday, January 13th Time and Place: Campbell 313, 9 A.M.

Normal motor development and infant reflexology.

Assignment to be read preferably before Thursday:

Reflex Testing Methods for Evaluating CNS Development, Fiorentino

Thursday, January 16th

Introduction to neuro-developmental treatment (NDT) to include overview of cerebral palsy, abnormal tendencies and motor development, terminology.

Week 3:

[illegible]

Monday, January 20th Time and Place: Campbell 515 9 AM

Speaker: [illegible] Kaiser "Approach to Treatment as Play"

Assignments to be read by February 3rd:

*1. Handbook on Working with Parents: Parents are People and So Are Parent Educators, Sims - Ch. I, pp. 1-15. (Available from Marilyn)
2. Notes to Myself, Prather
3. Handout from The Little Prince, Saint Exupery

If you have difficulty understanding any of the above or would like to delve further into the topic, utilize the following references:

a. I'm OK, You're OK, Harris, Ch 2
b. Born to Win, James and Jongeward

Thursday, January 23rd

Evaluation of the handicapped infant.

Week 4:

In place of Monday morning seminar: Visit to Crippled Children's Treatment Center

Thursday, January 30th

Neuro-developmental treatment of cerebral palsy, handling techniques.

Week 5:

Time and Place: Campbell 313, 9 A.M.

Monday, February 3rd
Speaker: Kathy Sims - Working with Parents of the Handicapped Child, "Who Am I and How Do I Get To Know Me?

Assignments to be read by February 10th:
- *1. *Handbook on Working with Parents*....Sims, Ch. 2, pp. (Available from Marilyn)
- 2. *Why Am I Afraid to Tell You Who I Am?*, Powell
- 3. *The Exceptional Child and the Family*, by Ross, Ch. 2 - "Parental Reactions to the Child with a Defect", pp. 51-69. Also note Annotated Bibliography, pp. 207-218.

Further reference for the above: *Parent Effectiveness Training*, Gordon

Thursday, February 6th
Open discussion of program planning for the physically handicapped child.

Week 6:

Time and Place: Campbell 313, 9 A.M.

Monday, February 10th
Speaker: Kathy Sims - Working with Parents, "Who Are You and How Do I Get to Know You?"

Assignment to be read by wrap-up session:
Handbook on Working with Parents..., Sims, Ch. 3, pp. (Available from Marilyn).

To be arranged: Date: February 13th (Thursday) Time and Place: 7-9 PM Marilyn's Home
Continuation and wrap-up of unit on working with parents, to be led by Kathy Sims, "Who Are We and How Do We Work Together?"

Thursday, February 13th
Parent interaction in treatment of the young physically handicapped child, evaluation due.

Week 7: Monday, February 17th, Holiday, no class.

Assignment to be read by February 20th:
- 1. *Is My Baby All Right?*, Apgar and Beck
  - a. Ch. 18 - Hydrocephalus, pp. 283-98
  - b. Ch. 27 - Spina Bifida, pp. 400-414
  - c. Ch. 9 - Chromosome Abnormalities, pp. 160-180
- *2. *The Child with Disabling Illness*, Downey and Low
  Chapter on Spina Bifida

Thursday, February 20th
Oral stimulation as related to feeding and language development.

Week 8: (Note reverse ordering)

Thursday, February 27th (Nisonger seminar)
Overview of language development

Assignment to be read by March 7th:

1. The Design of a Pre-School "Learning Laboratory" in a Rehabilitation Study, Gordon
2. The Design of a Pre-School Therapeutic Playground An Outdoor "Learning Laboratory", Gordon

Friday, February 28th
Time and Place: Campbell 313, 9 A.M.
Speaker: Lynn Allen - Other physical Disabilities, to include discussion of spina bifida, muscular dystrophy, congenital limb deficiency, hydrocephaly, multiple handicaps.

Week 9: (Note reverse ordering)

Thursday, March 6th (Nisonger seminar)
Cognitive development and its relationship to mobility.

Friday, March 7th
Time and Place: Campbell 313, 9 A.M.
Speaker: Lynn Allen - Continuation of discussion of other physical disabilities.

Week 10:

In place of Monday morning seminar, visit to Neil Avenue School

Thursday, March 13th
OPEN, perhaps to be determined by students themselves, treatment plan due.

Additional Notes

1. At some time during the first five weeks of the quarter, you will be expected to make a half hour appointment with Lynn Allen to discuss and get aid on writing your evaluation of an assigned child, which is due on February 13th.
2. Before February 3rd, you will need to attend one, preferably two parent meetings. These are held during the second hour of the practicum meeting time. Tuesday evening parent meetings are available for this purpose, but until a group leader is obtained for Thrusday morning's group, the schedule is still tentative for this group. Try to space yourselves out during the quarter so you will not all need to attend on the same day. (Marilyn will be available to keep an eye on your assigned child while you go).

   Concerning parents, do one of the following:
   a. Write a description of what you observed during visits to parent meetings, to include who was present, diagram of seating arrangement, major topic, and your reactions to what you saw (i.e. any vibs you received about what was said or what was happening). DO NOT TAKE NOTES DURING PARENT MEETINGS.
   b. Keep a weekly journal of reactions to observations and perceptions of parents, either in class, during parent meetings, or at both times. Do not just describe what you see, include also how you felt about it.

   Turn either into Marilyn by Friday, January 31st - we will use them in our discussion of parents during February.
3. All texts listed under assignments on the syllabus are on reserve in the Home Ec. library with the following exceptions:
   *a. A Developmental Approach to Casefinding, Haynes. Take out a copy of this for the quarter from the shelf in 315. Although you are assigned some pages for week two, try to read entire text during the quarter.

*b. *The Child with Disabling Illness*, Downey and Low, You have an assignment from this text during week seven, but since copies are few and far between, it will be made available through Lynn Allen. You will be informed of the procedure for getting this text later in the quarter.

*c. *Handbook on Working with Parents: Parents Are People and So Are Parent Educators*, Sims. Copies will be available from Marilyn later in the quarter.

Books to be purchased this quarter

Winter 1975

1. Handling the Young Cerebral Palsied Child at Home by Nancy Finnie. E.P. Dutton Co., 1970.
   When and where available: Medical Book Store by January 15th
   Price: $4.50

2. The Baby Exercise Book: The First 15 Months by Janine Levy. Pantheon Books, 1973.
   When and where available: Medical Book Store by January 15th
   Price: $2.95 (paperback)

3. Normal and Abnormal Development: Influence of Primitive Reflexes on Motor Development by Mary Fiorentino, Charles C. Thomas, 1972.
   When and Where available: Medical Book Store by January 15th
   Price: $6.50

These texts are not specifically assigned as readings during the quarter, but will be required purchases. All three are excellent reference and idea books which both Lynn and I feel you should have in your own professional library.

Reserve Book List for Allied Medicine 603 Winter 1975

1. *Motor Development*, Espenschade and Eckert
2. *A Developmental Approach to Casefinding*, Haynes
3. *The Exceptional Infant, Volume 1: The Normal Infant*, ed. by Hellmuth
4. *Is My Baby All Right?* Apgar and Beck
5. *Reflex Testing Methods for Evaluating CNS Development*, Fiorentino
6. *The Baby Exercise Book*, Levy
7. *I'm OK, You're OK*, Harris, 2 copies
8. *Notes to Myself*, Prather
9. *Parent Effectiveness Training*, Gordon, 2 copies
10. *Born to Win*, James and Jongeward
11. *Why Am I Afraid to Tell You Who I Am?*, Powell

To Be Added:

12. *The Exceptional Child and the Family*, Ross
13. *The Child with Disabling Illness*, Downey & Low
14. *The Design of a Pre-School Therapeutic Playground: An Outdoor "Learning Laboratory"*, Gordon, 2 copies
15. *The Design of a Pre-School "Learning Laboratory" in a Rehabilitation Center*, Gordon, 2 copies

Handouts given to Students -- Winter '75

1. Reflex testing form containing procedures for reflex testing, expected response, expected age of appearance and disappearance in the normal infant.
2. Vocabulary list and definitions containg those terms commonly used in reference to the physically handicapped child.
3. "Feeding the Child with CP"
4. Reference list on "Play" for the physically handicapped child.
5. "Motor Development and Child's Evaluation form" -- Indiana University Medical Center
6. Diagrams for construction of adaptive equipment
7. Facts on etiology, causation and symptoms of various types of mental retardation.
8. "Keddy Key: A Guide to Evaluation and Treatment Using Gross Motor Developmental Activities" Judy Angle
9. "Parents are People and So Are Parent Workers" Chapters 1, 2, and 3 -- Sims
10. "What It Takes to Help Another Grow", T. Gordon
11. "The Characteristics of a Helping Relationship", Carl R. Rodger
12. "The Risks in Effective Communication", Thomas Gordon
13. "Columbus Guide for the Handicapped".
14. "Functional Wheels"
15. Wheelchair Prescription Calculator.
16. Wheelchair Features and Benefits.
17. Measuring the Patient
18. Everest and Jennings Catalog of Equipment for the Physically Handicapped.

Appendix C-7

Field Work Assignments
and
Student Activity Packets for Field Work Experience

Field Work Assignments for Competency-Based Project Students

Rona: Central Preschool
Broad Street Presbyterian Church
Dr. Paul R. Spierling
760 East Broad Street
Columbus, Ohio 43205
Phone: 221-6952

Instructor: Mrs. Veronica Nesbit
Teacher's Assistant: Mrs. Jo Anne Hurley

DeeDee: Linden Preschool
McKendric Methodist Church
Rev. Donald Clark
3330 Cleveland Avenue
Columbus, Ohio 43224
Phone: 267-5451

Instructor: Mrs. Suzanne Sinclair
Teacher's Assistant: Mrs. Jean Wharton

Sally: Valleyview Preschool
Glenwood United Methodist Church
Rev. Herman A. Emmert
2833 Valleyview Drive
Columbus, Ohio 43204
Phone: 274-8469

Instructor: Mrs. Betty Matthews
Teacher's Assistant: Mrs. Barbara Rawson

Jan: Whitehall Preschool
Eastview Methodist Church
Rev. Charles G. Celcil
1045 Ross Road
Columbus, Ohio 43227
Phone: 235-7395

Instructor: Mrs. Louise Swartz
Teacher's Assistant: Mrs. Juanita Davis

Barb: Crestview Early Training
Crestview Presbyterian Church
Rev. G. Kenneth Shafer, Jr.
350 East Tulane Road
Columbus, Ohio 43202
Phone: 267-8349

Instructor: Mrs. Mary Ellen Williams
Teacher's Assistant: Mrs. Judith Berlo

IMPORTANT: Read this entire packet before you go to practicum site on April 1st.

Field Work Experience

Home Ec 589.10
Spring 1975

During your Field Work this quarter, you will be given a chance to utilize all the skills you have gained during previous practicums over the past two years. We feel the Franklin County Preschool programs are settings like those in which you have been trained to function as a staff member and also are settings similar to those in which you may be employed upon graduation.

You should feel free to use any of the lesson plans which you have used in previous practicum settings for such things as group activities in art, music, self-help skills, socialization, etc., any techniques, methods or aids for evaluation of the handicapped child and, in general, to draw upon any past experience in dealing with the children.

The attached pages contain a weekly outline for records, reports, meetings and requirements during the quarter. In addition to what is found on the weekly pages, the following should be done daily and/or weekly:

1. Keep a record of time spent each week on the front pages of a secretary's notebook. In the notebook, keep a diary record of each day's work. The record should include comments on your observation of and work with the children, as well as others who work in the program. Train yourself to remember what you want to record until after you leave the center unless there is a break period during the morning, when you are not scheduled for duty.

2. Write a brief summary of the diary record each week, to which you may attach questions and reactions to materials recorded. These summaries should be detached and given to Marilyn each week as she visits you in your individual program. Hopefully, in this manner, we can pinpoint areas of concern or interest for each of you and deal with them individually in a short time period.

3. By Week 5 you will be writing lesson plans. Copies of all plans should be given to Marilyn during her weekly visit to you.

4. You will be expected to make visitations to the homes of at least three of your students, and may make additional visits if you desire. These are intended to give you the all-important "total" picture of the child, without which you do not totally know the child or understand his/her behavior. After each visit, write up a description of the events, your feelings, insights into parents' feelings, etc. Give to Marilyn after each visit.

Week 1: March 30 - April 4th

1. A conference with Marilyn is scheduled the first day of the quarter, March 31st, at 9:00 a.m., in 230 Campbell. Although you will probably already know of your specific assigned center prior to this, Marilyn will have met with each head teacher by this time and can give you additional information about your center.

2. Your Field Work experience will begin Tuesday, April 1st. You are expected to arrive at the site by ____________ and can expect to leave by ____________

3. Please be aware of the following about the center in which you are working by the end of this week:
   a. Location and how to get there.
   b. Number of children enrolled and average daily attendance.
   c. First name, age, etiology, and diagnosis of each child.
   d. Staff members: number, roles and qualifications (if volunteers are utilized, how many and in what capacity).
   e. Daily schedule in classroom.
   f. Space available (indoor and outdoor).
   g. Equipment available (indoor and outdoor).
   h. Your impression of the organization, staff and supervisory personnel (i.e., their ability to work together, perform group and individual duties; also include how you feel as a new staff member).

   Although you will have been on the site for only four mornings, you will have ample opportunity for observation during this first week. Make use of your time to absorb all you can about children, center and staff.

   Make an appointment with Marilyn for the following week to meet and discuss the above information.

4. Begin evaluating students (see page 3, #3 for complete details). You have a 3 week period in which to do this, but may have up to 10 children so begin scheduling your time for this early.

Weeks 2 and 3: April 7 - 18th

April 7th: 1. Turn in Center descriptions.

2. Turn in weekly summary from weeks 1 and 2.

Week 2: 3. My appointment with Marilyn is on ______________ at ___________

4. Make and write up complete evaluations on each child in your classroom in each of the areas listed on evaluation under II, 3, a through g. You may use any method of evaluation you find appropriate (i.e., Denver, DDIEOP curriculum, informal observation, reflex evaluation chart, consultation with other staff, formal recording of behavioral data on a child over a given period of time, etc.).

It is suggested, however, that no one method is ideal for a comprehensive evaluation (for instance, a Denver alone is not specific or complete enough to use as basis for an entire evaluation). At the end of each written evaluation, please list methods used for each child.

Evaluations on children should be completed no later than Friday, April 18th and compiled in written form by Monday, April 21st. Please make one copy for Marilyn and one for yourself and head teacher (total of 2 copies).

Week 4: April 21 - 25th

April 21st: 1. Give Marilyn evaluations.

2. Turn in weekly summary for week 3.

3. After giving head teacher copies of your evaluation, set up a time early in the week to discuss them with her. You should also confer about areas on which you should begin planning activities for the children. You will need to clarify with her whether it is her preference that you work specifically on 1 or 2 areas of need with each child or whether she feels that you may choose any delayed area(s) of development mentioned in your evaluation for activity concentration.

4. As soon as the above is clarified (should be during this week) begin planning and writing formal lesson plans for activities you do with the child(ren). Use the form given to you by Marilyn.

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Week 5: April 28 - May 2

1. Turn in weekly summary for week 4.

2. Continue with writing of formal lesson plans. Do not neglect to fill in evaluation, comments and future plans after you have done the activity. You will need to have 2 copies of your lesson plans available: one for classroom use (your teacher and yourself), and one which Marilyn may have. (If at end of quarter, your teacher wishes to keep classroom copy, Marilyn will return her copies to you). It is strongly suggested, therefore, that to save xeroxing fees, you use a piece of carbon in preparing lesson plans. While you are continuing with lesson planning, you should be taking the initiative in requesting from head teacher that you take over an increasing amount of duties in the classroom (ie., group activities, preparing snacks, feeding handicapped children, etc.).

3. April 28th: Give head teacher a copy of the Field Work Evaluation Sheet to fill out. Request that she do so and set up a time to meet with her to discuss the evaluation during this week. She will explain her ratings of you at this time. At the same time, fill out an evaluation on yourself using the same form. You need not show this to your head teacher, unless you desire to do so. After your meeting with her, bring both copies with you to a mid-quarter conference with Marilyn (to be arranged). Explain to head teacher that her evaluation will be returned to her after this conference.

4. Remind your head teacher that you will not be on the site next Monday (May 5th) due to mid-quarter meeting of all Field Work students.

Week 6: May 5 - 9th

1. Turn in weekly summary from week 5 and lesson plans.

2. Monday, May 5th: A general group meeting with all Competency-Based Project students and Marilyn will be held from 9-12 a.m. in Room 230 Campbell Hall. On this day you will not report to your field work sites. We will set up times for mid-quarter conferences with Marilyn and will have an open discussion of any issues, problems, experiences and some end-of-the-quarter activities (!).

3. While you are continuing with lesson planning, you should be taking the initiative in requesting from head teacher that you take over an increasing amount of duties in the classroom (i.e., group activities, preparing snacks, feeding handicapped children, etc.). Do so while keeping in mind that during the next four weeks (7, 8, 9 and 10) you will be functioning as head teacher in this classroom.

4. Meet with Marilyn for mid-quarter conference on ____________________
at ________________

Weeks 7, 8, 9 and 10: May 12 - June 6th

1. Turn in weekly summaries and lesson plans at appropriate times.

2. You will be functioning as head teacher during these four weeks. It may be an individual matter with the head teacher as to how much of this responsibility she can realistically allow you to take, but she will be aware of our goal during this 4 week period and will be expecting a great deal from you. It is strongly suggested that you talk with her to clarify her expectations and so that there is no confusion about where any classroom responsibility lies.

Specifics for Week 10: June 2 - 6th

1. Follow same procedure for end-of-quarter evaluation (ie.: have teacher fill out same evaluation form in different ink, fill out one on yourself, meet with her to discuss it, set up conference time with Marilyn, bring both with you).

2. Write up suggestions for other and/or continuing activities to be done with each student, including summaries of your quarter's work with each of them. Give one copy to the classroom and one to Marilyn.

3. Meet with Marilyn for end-of-quarter evaluation (either this week or final's week) on ______________ at ______________

4. Final day is June 6th, except for any necessary make-up days

Appendix C-8

Resource Materials Purchased by Project

RESOURCE MATERIALS PURCHASED TO SUPPORT TRAINING PROGRAM

Material Purchased from Grant #OEG-73-6165

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Appendix C-9

Student Field Work Evaluations

Center: ______________________

Student: ______________________

Teacher: ______________________

Date(s): ______________________

Spring Quarter 1975
Competency-Based Program
Home Economics 589.10

EVALUATION OF FIELD WORK STUDENT

Please make checks in one color at mid-quarter evaluation and, on the same form, in another color at final evaluation.

		High 1	2	3	4	Low 5
I. Professional Attitude:						
A. Is punctual and dependable	A.					
B. Appears to enjoy her work	B.					
C. Communicates effectively with other adults in the classroom	C.					
D. Works effectively with other adults in the classroom by sharing responsibilities	D.					
E. Accepts criticism well	E.					
F. Asks for and profits by suggestions given	F.					
G. Uses appropriate resources such as books, curricula and professional people in planning classroom activities	G.					
H. Maintains a professional approach to "confidential" information	H.					
II. Professional Skills:						
A. Evaluating, Planning and Working with Children						
1. Accepts each child as a valuable individual regardless of race, handicap or social background, and helps the other children do the same	A.1.					
2. Uses appropriate methods of observation and recording behavior of children both formally and informally	A.2.					
3. Is able to evaluate the functioning level of the individual child in the areas of:	A.3.					
a. gross motor functioning	a.					
b. fine motor functioning	b.					
c. cognitive development	c.					
d. socialization	d.					
e. language development	e.					
f. self-help skills	f.					
g. emotional needs	g.					
4. Is aware of the developmental and medical history of the children	A.4.					
5. Is aware of family background on the child's development	A.5.					
6. Utilizes knowledge of developmental, medical and family history in working with, planning for and meeting the needs of the individual child.	A.6.					

		High				Low
		1	2	3	4	5
7. Is able to plan program activities for the child based on her evaluation in the areas of:	A.7.					
a. gross motor functioning	a.					
b. fine motor functioning	b.					
c. cognitive development	c.					
d. socialization	d.					
e. language development	e.					
f. self-help skills	f.					
g. emotional needs	g.					
8. Uses available adaptive equipment appropriately with the individual child	A.8.					
9. Presents learning tasks appropriate to the child's developmental level	A.9.					
10. Is clear in presenting learning tasks	A.10.					
11. Provides repetition of experiences spread over time to develop learning	A.11.					
12. Can structure a task so that child is successful much of the time	A.12.					
13. Uses child's play to gain learning	A.13.					
14. Able to use child's exploration to gain learning	A.14.					
15. Can effectively utilize the outdoor environment to foster development in the child(ren)	A.15.					
16. Uses toys and games to foster development in all children (ie., physically handicapped and non-ambulatory child as well as ambulatory)	A.16.					
17. Emphasize eye contact and attention	A.17.					
18. Uses stories which hold attention of child(ren) and involve learning in the experience	A.18.					
19. Uses music experiences that hold attention of the child(ren) and involve learning	A.19.					
20. Requires language of the child appropriate to his level of development	A.20.					
21. Demonstrates knowledge of the daily nutritional requirements for optimal growth in childhood (OPTIONAL if lunch is not included in program)	A.21.					
22. Helps child to develop a healthy self-concept	A.22.					
23. Is able to promote a good and accurate body image in handicapped children	A.23.					
24. Helps children to develop self-control	A.24.					
25. Helps child to achieve as much independence as possible	A.25.					
26. Sets reasonable limits for the control of the child's actions and is consistent in administering these limits	A.26.					

		High				Low
		1	2	3	4	5
27. Can handle common situations of misbehavior in manner appropriate to the philosophy of the classroom	A.27.					
28. Knows rationale behind and discusses with other staff alternative methods of handling misbehavior and/or administering disciplinary procedure	A.28.					
29. Helps children learn to follow directions	A.29.					
30. Is responsible for welfare and safety of children to include checking equipment for safety and adequate supervision in its use	A.30.					
B. Lesson Planning:						
1. Accepts assigned responsibility for program planning	B.1.					
2. Uses a variety of ideas and materials	B.2.					
3. Uses activities which reflect an understanding of the needs and interests of the child(ren)	B.3.					
4. Provides justification for activities included in the program through stated objectives	B.4.					
5. Uses appropriate reinforcers for the individual child	B.5.					
6. Provides appropriate group activities	B.6.					
7. Is clear about criteria and procedure in making and carrying out lesson plan activities	B.7.					
8. Shows insight in evaluation of activities noting any necessary modification in future planning and/or desire to repeat or branch out from specific activity described	B.8.					
C. Personal Characteristics:						
1. Speaks clearly with pleasing inflection	C.1.					
2. Is appropriately dressed and well groomed	C.2.					
3. Is calm in unplanned or emergency situation	C.3.					
4. Shows warmth toward the children	C.4.					
5 Is accepted and liked by the children	C.5.					

Below, please comment briefly on general performance, areas in which special interest and ability are shown, areas which need additional development, amount of growth, etc.

589.1C

Competency-Based Project

Evaluation Check Sheet for Field Work

		High I	2	3	4	Low 5
rofessional attitude						
. Is punctual and dependable	A.					
. Gives evidence of liking children	B.					
. Seeks constructive ways to handle problem areas	C.					
. Identifies areas of inexperience and least competence	D.					
. Works well with staff	E.					
. Ask for and profits by suggestions given	F.					
rofessional skills:						
. Is accepted and liked by children	A.					
. Can analyze situations:						
1. Knows when to stand back and watch	B.1.					
2. Knows when and how to redirect an activity	2.					
3. Is observant to needs and development of group	3.					
4. Is observant to needs and development of each child	4.					
. Communication:						
1. Speaks clearly with pleasing inflection	C.1.					
2. Gives positive, simple directions	2.					
3. Allows choice when possible	3.					
4. Knows how to get attention of a child or children	4.					
5. Prepares children for changes in activity	5.					
6. Can carry through an activity or routine to a desirable end	6.					
7. Accepts responsibility for checking equipment for safety and for adequate supervision in its use	7.					
xhibits confidence:						
. Is calm in unplanned or emergency situation	A.					
. Is firm when necessary	B.					
. Is consistent	C.					
uring week(s) as head teacher:						
. Accepts responsibility for:						
1. Program planning	A.1.					
2. Welfare and safety of children	2.					
. Is resourceful and shows initiative in providing:						
1. Variety of ideas and materials	B.1.					
2. Activities which reflect an understanding of the needs and interests of the children	2.					
3. Justification for the activities included in the program through stated objectives	3.					
4. Guidance in group and individual activities	4.					

ck of sheet, comment briefly on general performance, areas in which special interest bility are shown, areas which need additional development, amount of growth, etc.

r____________________ Student____________________

erm evaluation____________________ Teacher____________________

evaluation Director

Appendix C-10

Trainee Progress Report

Trainee: ______________________

Date: ______________________

Practicum Site: ______________________

Teacher: ______________________

DIRECTIONS

The Trainee Progress Record (TPR) is a first attempt in developing a way of evaluating trainees in various practicum settings. We want your help and will use your input in developing a better instrument. At this point, we have listed a number of the general behaviors that good caregivers of young children should have. Now we need to know what these behaviors mean.

SCORING INSTRUCTIONS

After you have worked with the trainee for a couple of weeks, sit down with the TPR and think about the trainee's classroom behaviors. Rate how competent you believe the trainee to be on each of the global behaviors. For example, if the item says "trainee understands child development" and you think the trainee understands child development very well, you would circle #5.

1. Trainee understands child development. 1 2 3 4 [✓ 5]

One is low, five is high. There is no right or wrong answer. After completing the rating, write down some of the behaviors or events you thought about when you rated the trainee as understanding child development very well. Do the same for all global behaviors listed. Complete all items.

Please fill out one of these records for each of your trainees sometime during these weeks:

January 21-25
February 11-15
March 4-8

Return to Ellen Nash.

Thank you for your assistance.

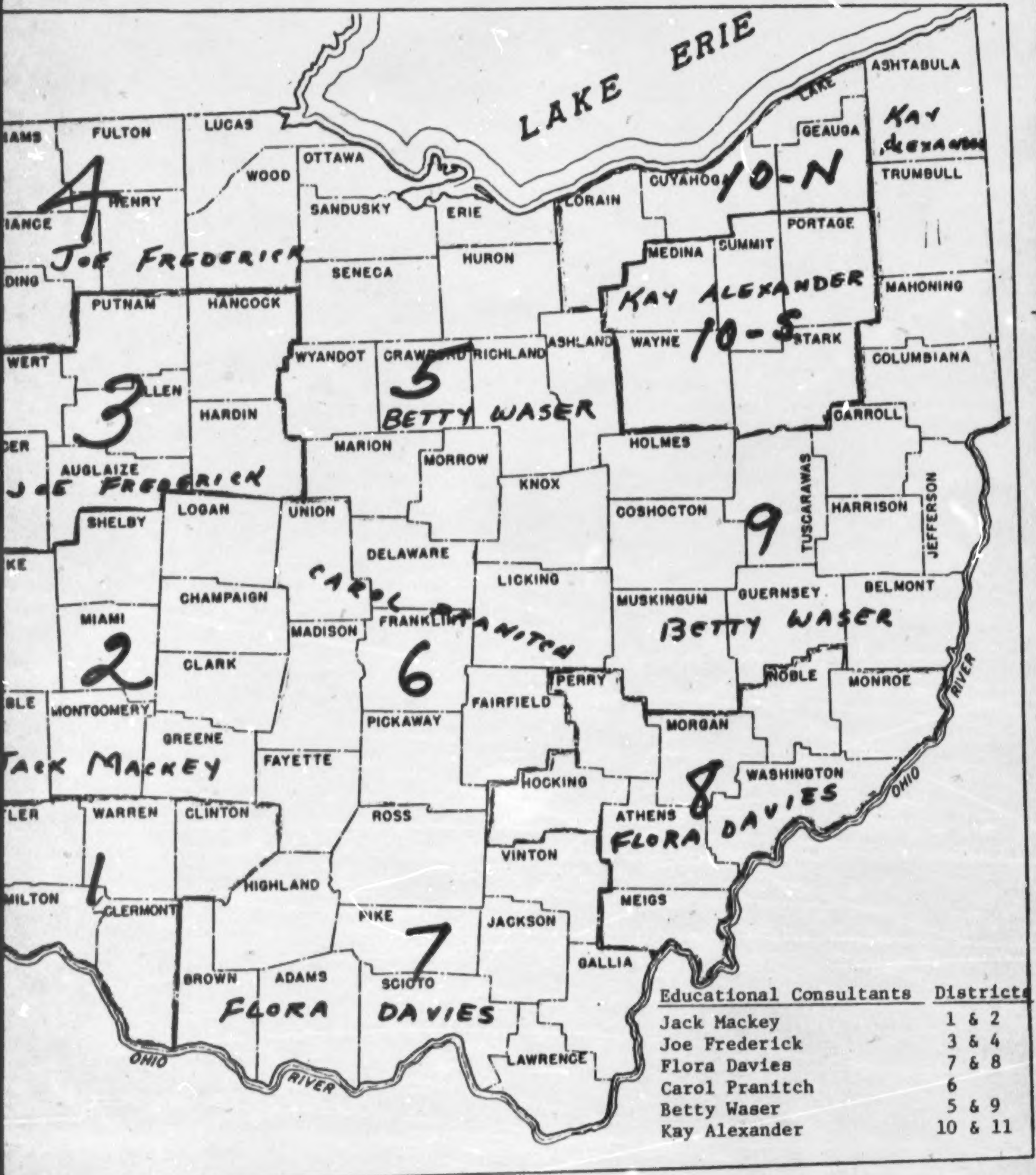
Trainee Progress Record

Trainee can structure a task so that the child is successful much of the time.	1	2	3	4	5
Trainee can demonstrate correct usage of infant curricula.	1	2	3	4	5
Trainee is able to use a child's play to gain learning.	1	2	3	4	5
Trainee is able to use the child's exploration to gain learning.	1	2	3	4	5
Trainee uses games to foster cognitive development.	1	2	3	4	5
Trainee uses toys to foster cognitive development.	1	2	3	4	5
Trainee uses appropriate methods of observation and recording behavior of infants and toddlers both formally and informally.	1	2	3	4	5
Trainee provides repetition of experiences spread over time to develop overlearning.	1	2	3	4	5
Trainee is clear in presenting learning tasks.	1	2	3	4	5
Trainee presents age-appropriate learning tasks.	1	2	3	4	5
Trainee is aware of the developmental background of the child.	1	2	3	4	5
Trainee is aware of the influence of family background on the child's development.	1	2	3	4	5
Trainee emphasizes eye contact and attention.	1	2	3	4	5
Trainee uses stories that hold the attention of the children and involve learning in the experience.	1	2	3	4	5
Trainee uses music experiences that hold the attention of the children and involve learning.	1	2	3	4	5
Trainee communicates effectively with the children.	1	2	3	4	5
Trainee requires language of the child appropriate to his level of development.	1	2	3	4	5
Trainee facilitates motor skills in the walking child	1	2	3	4	5
Trainee uses developmental gross motor activities for the non-ambulatory child.	1	2	3	4	5

Trainee uses appropriate resources such as books, supervisors, and other professional people and implements their assistance in the classroom.	1	2	3	4	5
Trainee accepts each child as a valuable individual regardless of race, handicap, or social background and helps the other children do the same.	1	2	3	4	5
Trainee shows warmth toward the children.	1	2	3	4	5
Trainee helps the child to develop a healthy self concept.	1	2	3	4	5
Trainee demonstrates knowledge of the daily nutritional requirements for optimal growth in childhood.	1	2	3	4	5
Trainee provides a safe environment in the classroom.	1	2	3	4	5
Trainee understands the procedures of the center where she is training.	1	2	3	4	5
Trainee communicates effectively with the other adults in the classroom.	1	2	3	4	5
Trainee works effectively with the other adults in the classroom by sharing responsibilities.	1	2	3	4	5
Trainee facilitates children's self care skills in the classroom.	1	2	3	4	5
Trainee is able to promote a good and accurate body image in handicapped children.	1	2	3	4	5
Tainee helps the children to develop self control.	1	2	3	4	5
Trainee helps the child to achieve as much independence as possible.	1	2	3	4	5
Trainee sets reasonable limits for the control of the child's actions and is consistent in administering these limits.	1	2	3	4	5
Trainee can handle common situations of misbehavior in manner appropriate to the philosophy of the classroom.	1	2	3	4	5
Trainee helps the children learn to follow directions.	1	2	3	4	5

Appendix D-1

Educational Consultants for
The Department of Mental Health
and Mental Retardation by District


LAKE ERIE
LUCAS
FULTON
WILLIAMS
DEFIANCE
HENRY
WOOD
OTTAWA
SANDUSKY
ERIE
LORAIN
CUYAHOGA
LAKE
GEAUGA
ASHTABULA
TRUMBULL
PAULDING
PUTNAM
HANCOCK
SENECA
HURON
MEDINA
SUMMIT
PORTAGE
MAHONING
VAN WERT
ALLEN
HARDIN
WYANDOT
CRAWFORD
RICHLAND
ASHLAND
WAYNE
STARK
COLUMBIANA
MERCER
AUGLAIZE
MARION
MORROW
KNOX
HOLMES
CARROLL
TUSCARAWAS
HARRISON
JEFFERSON
SHELBY
LOGAN
UNION
DELAWARE
COSHOCTON
DARKE
CHAMPAIGN
LICKING
MUSKINGUM
GUERNSEY
BELMONT
MIAMI
MADISON
FRANKLIN
CLARK
PERRY
NOBLE
MONROE
PREBLE
MONTGOMERY
FAIRFIELD
PICKAWAY
GREENE
FAYETTE
MORGAN
HOCKING
WASHINGTON
BUTLER
WARREN
CLINTON
ROSS
ATHENS
VINTON
HAMILTON
HIGHLAND
CLERMONT
PIKE
JACKSON
MEIGS
GALLIA
BROWN
ADAMS
SCIOTO
LAWRENCE
OHIO RIVER
OHIO RIVER
4
JOE FREDERICK
10-N
KAY ALEXANDER
KAY ALEXANDER
10-S
3
JOE FREDERICK
5
BETTY WASER
9
BETTY WASER
CAROL PRANITCH
6
2
JACK MACKEY
8
FLORA DAVIES
1
7
FLORA DAVIES

Educational Consultants	Districts
Jack Mackey	1 & 2
Joe Frederick	3 & 4
Flora Davies	7 & 8
Carol Pranitch	6
Betty Waser	5 & 9
Kay Alexander	10 & 11

Appendix D-2

Job Market Questionnaire

JOB MARKET QUESTIONNAIRE

Please fill out this questionnaire (both sides) as completely and as accurately as possible. If you have any questions regarding any of the items don't hesitate to call the Project secretary, Dona Black, at 614-422-7705. Your cooperation is greatly appreciated.

Infant Stimulation Programs

How many Infant Stimulation programs do you have in your district? ______
If none, please indicate.

How many children are served in this program? ______

How many paid staff are employed to work in this program? part time ______
full time ______

How many job vacancies do you usually have each year? ______

Do you project an increase in the number of staff in this program for next year? ______ If yes, how many? ______

Early Training Programs

How many Early Training Programs do you have in your district? ______
If none, please indicate.

How many children are served in this program? ______

How many paid staff are employed to work in this program? part time ______
full time ______

How many job vacancies do you usually have each year? ______

Do you project an increase in the number of staff in this program for next year? ______ If yes, how many? ______

Preschools

How many Preschool programs do you have in your district? ____________________
If none, please indicate.

How many children are served in this program? ____________________

How many paid staff are employed to work in this program? part time ____________
full time ____________

How many job vacancies do you usually have each year? ____________________

Do you project an increase in the number of staff in this program for next year? ____________ If yes, how many? ____________________

Home-Based Programs

How many Home-Based Programs do you have in your district? ____________________
If none, please indicate.

How many children are served in this program? ____________________

How many paid staff are employed to work in this program? part time ____________
full time ____________

How many job vacancies do you usually have each year? ____________________

Do you project an increase in the number of staff in this program for next year? ____________ If yes, how many? ____________________

Appendix D-3

Breakdown of Responses by District of Job Market Questionnaire

BREAKDOWN OF RESPONSES

DISTRICT 1 & 2

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	---	3	40	11	54
Number of Children Served	---	107	353	725	1185
Full-time Staff	---	7	32	25	64
Part-time Staff	---	---	---	1	1
Job Vacancies Per Year	---	1-2	5	2-3	10
Projected Increase	---	---	3	2-3	6

DISTRICT 3 & 4

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	2	4	13	18	37
Number of Children Served	22	32	123	372	549
Full-time Staff	---	9	[illegible]	13	42
Part-time Staff	4	---	---	8	12
Job Vacancies Per Year	---	1	2	3	6
Project Increase	2	---	1	1	4

DISTRICT 6

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	---	2	8	7	17
Number of Children Served	---	85	257	630	972
Full-time Staff	___	11	26	1	38
Part-time Staff	---	---	---	18	18
Job Vacancies Per Year	---	---	---	---	---
Projected Increase	---	---	---	---	---

DISTRICT 5 & 9

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	---	---	12	15	27
Number of Children Served	---	---	85	218	303
Full-time Staff	---	---	---	12	12
Part-time Staff	---	---	21	3	24
Job Vacancies Per Year	---	---	5	4	9
Project Increase	---	---	2	1	3

DISTRICT 7 & 8

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	---	---	12	15	27
Number of Children Served	---	---	85	218	303
Full-time Staff	---	---	---	12	12
Part-time Staff	---	---	21	3	24
Job Vacancies Per Year	---	---	5	4	9
Projected Increase	---	---	2	1	3

DISTRICT 10 & 11

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	12	12	22	20	66
Number of Children Served	216	74	364	522	1176
Full-time Staff	20	16	24	12	72
Part-time Staff	10	4	42	18	74
Job Vacancies Per Year	12	---	6	4	22
Projected Increase	---	---	---	---	---

DISTRICT 12

	Infant Stimulation	Early Training	Preschools	Home-Based	TOTAL
Number of Programs	---	5	12	10	27
Number of Children Served	108	37	182	261	588
Full-time Staff	10	8	12	5	35
Part-time Staff	5	2	21	9	37
Job Vacancies Per Year	6	---	3	2	11
Projected Increase	---	---	---	---	---

Appendix D-4

Head Start Program Questionnaire

THE OHIO STATE UNIVERSITY

Dear Head Start Director:

The Mental Retardation Component of the Ohio State University, Division of Family and Child Development has for the past two years been developing a Competency-Based Model to prepare teachers of very young (0-6) handicapped children. The Project is presently interested in existing and prospective job opportunities in the State of Ohio for the graduates of this program.

We would appreciate your cooperation in filling out the form on the bottom half of this letter and returning it to:

Dr. George W. Etheridge
Room 315 Campbell Hall
1787 Neil Avenue
Columbus, Ohio 43210

- -

The following information would be useful to us:

1. How many centers (day care, preschool, child development) are operated by your agency? ______________________________
2. What is the total number of children served by these centers? ______________
3. What is your total paid staff composition? full time ______________________
   part time ______________________
4. How many job vacancies do you usually have each year? ______________________
5. Do you project an increase in your staff over the next year? _____ If so, how many? full time ____________
   part time ____________

The School of Home Economics College of Agriculture and Home Economics 1787 Neil Avenue Columbus, Ohio 43210 Phone (614) 422-6761

Appendix D-5

Breakdown by Counties of Head Start Programs

Small Counties Less than 100,000

Population	County	No. of Centers	Total No. of Children	FT/PT	Job Vacancies	Increase
45,592	Adams/Brown	2	60	4/8	2	
98,237	Ashtabula	3	80	1/12	3	
80,917	Belmont	2	75	12/3	as needed	
31,464	Clinton	3	60	2/14	2	
45,038	Gallia/Meigs	4	105	7/8	as needed	
28,996	Highland	5	170	12/27	0	
96,183	Jefferson	2	72	9/5	0	
56,949	Lawrence	4	190	5/38	38	
36,949	NW Ohio (Defiance)	5	105	5/25	3	
40,071	Pickaway	2	40	8/4	1	
19,114	Pike	2	170	22/4	as needed	
61,211	Ross	5	100	19	5	
76,951	Scioto	2	200	44	3	
	TOTAL	41	1427	150/148	67	

Medium Counties 100-400,000

Population	County	No. of Centers	Total No. of Children	FT/PT	Job Vacancies	Increase
130,466	Ashland, Wayne	4	140	1/34	8	
100,503	Athens/Hocking Perry	3	90	16/3	1	3 PT
226,207	Butler	11	300	4/58	6	
157,115	Clark	6	210	50/8	6	4 FT
125,496	Erie, Heron	3	135	20/6	as needed	3 FT/2 PT
144,990	Hancock/Hardin Wyandot/Putnam	14	273	36/16	4	
256,843	Lorain	4	203	5/40	4	
304,545	Mahoney	5	150	17/4	as needed	
151,345	Richland/Morrow	3	240	3/40	15	
232,579	Thumbull	6	130	9/11	5	
248,500	Wood/Sandusky Ottawa/Sececa	8	228	15/40	15	
	TOTAL	67	2099	176/260	63	7 FT/6 PT

Large Counties 400,000

Population	County	No. of Centers	Total No. of Children	FT/PT	Job Vacancies	Increase
1,721,300	Cuyahoga	69	2185	267/49	20	4 FT/3 PT
833,249	Franklin	2	90	9/10	1	
923,205	Hamilton	10	443	53/6	6	
553,371	Summit	1	48	6/2	as needed	
	TOTAL	82	2766	335/67	36	4 FT/3 PT

Appendix D-6

Questionnaire Concerning United Cerebral Palsy Programs

THE OHIO STATE UNIVERSITY

Dear UCP Director:

The Mental Retardation Component of the Ohio State University, Division of Family and Child Development has for the past two years been developing a Competency-Based Model to prepare teachers of very young (0-6) handicapped children. The Project is presently interested in existing and prospective job opportunities in the State of Ohio for the graduates of this program.

We would appreciate your cooperation in filling out the form on the bottom half of this letter and returning it to:

Dr. George W. Etheridge
Room 315 Campbell Hall
1787 Neil Avenue
Columbus, Ohio 43210

- -

The following information would be useful to us:

1. Do you have program(s) for children 0-6 years of age? ____________________
2. If so, how many? ____
3. What is the total number of children 0-6 years of age in the program(s)? ______
4. What is your total paid staff composition? full time ____________________
   part time ____________________
5. Do you project an increase in your staff over the next year? ______________
   If so, how many? full time __________
   part time __________

The School of Home Economics / College of Agriculture and Home Economics / 1787 Neil Avenue / Columbus, Ohio 43210 / Phone (614) 422-6761

Appendix D-7

Breakdown of United Cerebral Palsy Programs in Ohio

Breakdown of United Cerebral Palsy Programs in Ohio

County . City	Have Programs	How Many	Total No. of Children	Full-time Staff	Part-time Staff	Increase
Akron	yes	2	38	3	3	1-2
	yes	2	19	1	2	N
	yes	2	75	4	4	N
	no					
Cincinnati	yes	5	42	7	4	2
Franklin	yes	1	16	3		N
Youngstown	yes	1	32	10	3	4
Columbus	yes	1	4	1		
	yes	3	26	3	4	N
TOTAL		17	252	32	20	7-8